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Report
AND
Recommendations
OF THE
COMMISSION
TO STUDY THE QUESTION OF
NEGRO HIGHER EDUCATION
To
THE GOVERNOR
THE LEGISLATIVE COUNCIL
And
THE GENERAL ASSEMBLY OF MARYLAND



In compliance with Senate Resolution
approved April 1, 1949

June 30, 1950

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SURVEY STAFF

JOHN S. LALLEY, *Research Secretary*

M. FRANCES WHITEFORD, *Secretary*

June 30, 1950

TO THE GOVERNOR AND LEGISLATIVE COUNCIL

Sirs:

We submit herewith a report on our study of Negro Higher Education in Maryland, the preparation of which was instituted by a Senate Resolution approved on April 1st, at the 1949 session of the State Legislature. This survey deals with the already existing problems in the education of Maryland's Negro youth as well as those which have been currently arising.

During the past ten years, court decisions have made it increasingly obvious that Maryland as well as its neighbors to the south must make critical decisions toward providing equal facilities for both white and Negro. As late as June 6th of this year, the Supreme Court of the United States has ruled against many phases of the segregated higher educational practices in several southern states. Since these rulings indirectly affect Maryland as well, the state must be prepared to meet its responsibilities squarely.

After more than one hundred years of gradual, though sometimes spasmodic, expansion of Maryland's higher educational program, it is today relatively easy to theorize how much more efficiently this growth could have been conducted. It would be a comparatively simple matter to formulate a general plan or program to be followed by the state in order to meet its future obligations in the field of higher education, if all existing institutions and practices were eliminated and an entirely new system created. Unfortunately, our task was not so simple. The establishment of colleges and universities of diverse origin and purpose has given rise to a problem of quite a different nature. Accordingly, the Commission has endeavored to face realities and, while it recognizes the necessity of continuing programs which have proved of value, it has not hesitated to recommend decided changes and in some cases the elimination of practices which, in its opinion, are not in the best interests of the state.

While the subjects referred to below are covered more thoroughly elsewhere in the report, we are listing specific recommendations to meet the needs of Maryland's higher education for Negroes.

RECOMMENDATIONS

1. That as many courses as possible leading to the master's degree be instituted at Morgan State College, these to include

such subjects as education, English, social sciences, and ultimately the physical sciences. In order to carry out this recommendation, it will be necessary to provide adequate staff and other facilities and sufficient funds should be promptly appropriated for these purposes.

2. That, until separate facilities be provided for the Negro in Maryland, qualified Negro students be admitted to courses in the graduate and professional schools of the University of Maryland, which are not at the time offered at Morgan State College, these to include dentistry, engineering, law, medicine, nursing, and pharmacy on the professional level, and for work in other subjects on the graduate level.
3. That the Maryland Out-of-State Scholarship Program for Negroes be continued for the present on the undergraduate level only for those courses which are given for white students at the University of Maryland but not available to the Negro student at either Morgan State College or Maryland State College at Princess Anne.
4. That the training of teachers for the Negro elementary schools of Baltimore City, which is currently being carried on by the municipality, be transferred to the control and financial support of the State Department of Education; and that a new classroom building be constructed on the Morgan State College campus for the purpose of housing the teacher training unit (Coppin Teachers College). This teacher training unit should be under the direct supervision and administration of the State Department of Education, as is the case with the other teachers colleges in the state.
5. That no further capital outlay for the construction of new buildings or for additions to present buildings be expended for Maryland State College at Princess Anne. That the question of the ultimate disposition of that institution for educational or other state or local purposes be charged to the responsibility of an advisory commission on higher education in Maryland, which is recommended in another section of this report; and furthermore, that the College remain under the jurisdiction of the University of Maryland until such time as the advisory commission completes its study, with the expectation that the College be separated from the University of Maryland at the earliest possible time.

6. That an advisory commission of not less than nine members be appointed by the Governor of Maryland to make a continuous study of higher education in Maryland. This commission should serve as a policy-making body and should not encroach upon the full administrative powers of the existing Board of Regents of the University of Maryland and of the Board of Trustees of Morgan State College. This advisory commission should be instituted with the expectation that it would ultimately lead to an overall board for all state-supported higher education (except state teachers colleges) and with full administrative authority.

The limited amount of time available for this study necessitates the oft-times generalized treatment of so broad an issue as Negro higher education in Maryland. Even with a more lengthy and detailed study of the issues at stake, it would have been humanly impossible to arrive at conclusions which would have unanimous approval. We ask that these recommendations be studied in relation to Maryland's legal and moral obligations to its Negro citizens.

Respectfully submitted,

JAMES C. L. ANDERSON

MRS. JOHN M. ANDREWS

E. ASBURY DAVIS

JOSEPH P. HEALY

DR. DWIGHT O. W. HOLMES

WALTER N. KIRKMAN

DR. DAVID E. WEGLEIN, *Chairman*

Mrs. Andrews and Dr. Holmes have filed minority reports which are attached hereto.

FOREWORD

I. *The Commission*

At the 1949 session of the Legislature, the Senate of Maryland passed a resolution requesting the Governor to appoint a "Commission to study the question of Negro Higher Education in Maryland." The resolution was received by Governor Lane, who in September, 1949 appointed the present members of the Commission and informed them of their duties.

THE RESOLUTION

"A Senate Resolution requesting the Governor to appoint a Commission to study the question of Negro Higher Education in Maryland.

"Whereas, there has been considerable discussion during the present session of the General Assembly as to the policy of the State with respect to higher education for Negroes; and

"Whereas, it is important, at this time, that the State determine, as soon as possible, its policy as to higher education for Negroes, in view of the great expenditure of funds which will be necessary to provide adequate facilities for this purpose; therefore be it

"RESOLVED BY THE STATE OF MARYLAND, That the Governor be and he is hereby requested to appoint a Special Commission of seven (7) members, at least two (2) of whom shall be eminent educators, to study the whole field of higher education for Negroes and especially the relationship between Morgan State College and Princess Anne College, and to submit its report and recommendations to the Legislative Council on or before October 1, 1949, and to the Governor and General Assembly of Maryland on or before February 9, 1950; and be it further

"RESOLVED, That this resolution be spread upon the Journal of the Senate and that the Secretary send a copy thereof to the Governor and to the Legislative Council."¹

The members as chosen were:

James C. L. Anderson
Mrs. John M. Andrews
E. Asbury Davis

Joseph P. Healy
Dr. Dwight O. W. Holmes
Walter N. Kirkman

Dr. David E. Weglein

On October 10, 1949, the Commission held its first meeting to discuss its duties and to formulate a method of procedure for the solution of the problems which faced it. At this organization meeting, Dr. David E. Weglein was named Chairman of the Commission and decision was reached to employ an executive or research secretary.

From that time on, the Commission set out to accumulate as much information as possible on all particulars which in some way affected or were affected by Negro Higher Education in

¹P: 1641: Journal of Proceedings of the Senate of Maryland, January Session, 1949.

Maryland. The material in question was obtained in the following manner: (1) a request to each of the sixteen other southern states¹ for reports of similar surveys and the status of Negro education in each state; (2) a comprehensive study of all available printed data on the subjects involved, including the complete catalogues of thirty-five Negro institutions representing each southern and one northern state; (3) personal visits to each of the four Negro colleges in the state; (4) conferences with educational and civic leaders in the state and representatives of regional and national organizations.

Listed below is a schedule of meetings which took place over the period of the nine months in which the Commission was in operation:

Sept. 30, 1949	Appointment of Commission.
Oct. 10, 1949	Organization and selection of Chairman. Procedures planned.
Oct. 17, 1949*	Dr. Martin D. Jenkins, President, and representatives from Morgan State College Board of Trustees.
Oct. 25, 1949*	Dr. Thomas G. Pullen, Jr., Superintendent, and members of State Department of Education. Dr. William E. Henry, President of Bowie State Teachers College.
Nov. 1, 1949*	Dr. William H. Lemmel, Superintendent of Public Instruction of Baltimore City.
Nov. 7, 1949	Executive Session for review and discussion.
Nov. 15, 1949*	Dr. H. C. Byrd, President, and representatives of the University of Maryland.
Nov. 22, 1949*	Dr. Ivan E. McDougale, Chairman, and members of Trustees Committee on Scholarships. Howard Murphy and members of Maryland Committee on Equal Educational Opportunities of the Baltimore Urban League.
Nov. 29, 1949	Executive Session for review, discussion and private hearing with Mr. P. Stewart Macaulay, Provost of Johns Hopkins University.
Dec. 3, 1949*	Commission visited Coppin and Morgan.
Dec. 6, 1949*	Judge Morris A. Soper, Chairman, and members of Board of Trustees of Morgan State College. Sen. Daniel Ellison, author and sponsor of the resolution calling for the appointment of this Commission.
Dec. 13, 1949*	Howard Murphy and members of Maryland Committee on Equal Educational Opportunities of the Baltimore Urban League. Executive Session for review and discussion.
Dec. 20, 1949*	Tour of Bowie State Teachers College and discussion with Dr. Pullen and State Department of Education.
Jan. 3, 1950	Executive Session for review and discussion.
Jan. 10, 1950	Executive Session for review and discussion.
Jan. 18, 1950	Executive Session for review and discussion.
Jan. 25, 1950	Meeting with Governor Lane regarding Coppin question. Preliminary proposal issued.
Feb. 7, 1950*	Dr. John Dale Russell, Specialist in Higher Education, U. S. Office of Education—Discussion of Maryland's problem in relation to national picture.

¹Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Mississippi, Missouri, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia.

*Meetings open to the public.

Feb. 14, 1950*	Dr. John E. Ivey, Jr., Director of Board of Control of Southern Regional Education—Discussion of Maryland's position in the Southern Plan for Regional Education. Executive Session for review and discussion.
Feb. 21, 1950	Mr. Edward N. Wilson, Secretary, and Dr. Ivan E. McDougale, Chairman, Trustees Committee on Scholarships.
Mar. 7, 1950	Executive Session for review and discussion.
Mar. 15, 1950	Executive Session for review and discussion.
Mar. 23, 1950*	Tour of Maryland State College at Princess Anne.
Apr. 6, 1950*	Dr. Ambrose J. Caliver, Specialist in Negro Higher Education, U. S. Office of Education—Discussion of Maryland's problem in relation to the national picture of Negro Higher Education.
Apr. 13, 1950	Executive Session for review and discussion.
Apr. 27, 1950	Executive Session for review and discussion.
May 2, 1950*	Mr. Hall Hammond, Attorney General of Maryland—Ruling on Scholarship Program.
	Dr. Martin D. Jenkins—Institution of Graduate Courses at Morgan State College.
	Mr. Edward N. Wilson—Report on Scholarship Program.
May 10, 1950	Executive Session for review and discussion.
May 15, 1950	Executive Session for review and discussion.
May 24, 1950	Preparation of Final Report.
May 31, 1950	Preparation of Final Report.
June 7, 1950	Discussion of original draft of Final Report.
June 14, 1950	Further revision of Final Report.
June 23, 1950	Final discussion and decision as to the recommendations of the Commission.
June 28, 1950	Final meeting on the preparation of the Commission's Report. Adjournment of Commission.

II. *Acknowledgments*

Accommodations for office and meeting quarters were furnished the Commission through the cooperation of the Baltimore Association of Commerce, which also shared two of its staff for research and secretarial assistance. The members of the Commission wish to express their sincere appreciation to Mr. G. Harry Pouder, Executive Vice President of the Association, and his staff for the many courtesies offered them.

Acknowledgment must be made also to Colonel Carey Jarman, Superintendent of the Maryland State Police, who provided transportation for the members of the Commission for their tours of Bowie State Teachers College and Maryland State College at Princess Anne. This arrangement saved the state a considerable amount of travel expense and effected an equally important saving of time in the field work of the survey. The courtesy of Colonel Jarman and his efficient personnel in the State Police system is greatly appreciated.

III. *A Preliminary Report*

Due to the decision of the Board of School Commissioners to discontinue, as of June, 1950, the training of Negro elementary

*Meetings open to the public.

school teachers, the question of where future Coppin students would be trained became one of prime importance. When the Commission learned that negotiations were being conducted between the state and city in reference to the future of Coppin Teachers College, it conferred with Governor Lane on January 25, 1950 in order to acquaint him with the tentative views of the Commission in this emergency. Because of the time element involved, the members of the Commission were of the opinion that a tentative statement concerning Coppin should be presented to the Governor with the request that final decision in the matter be withheld pending completion of the Commission's report.

"TENTATIVE STATEMENT ON COPPIN TEACHERS COLLEGE
BY THE COMMISSION TO STUDY THE QUESTION OF
NEGRO HIGHER EDUCATION IN MARYLAND
January 25, 1950

1. We agree that the training of teachers for the public schools is a function of the State and not of any political subdivision of the State.
2. Since the Board of School Commissioners of Baltimore City has decided to discontinue the training of teachers at Coppin Teachers College, it becomes the responsibility of the State Board of Education to continue the completion of the preparation of the present student body at Coppin and to provide the necessary training for all future applicants of Baltimore City for preparation to teach in the Negro elementary schools of the City of Baltimore.
3. It is recommended by the Commission that the State Board of Education and the Baltimore City Board of School Commissioners confer as soon as possible, looking toward providing for such training effective September 1, 1950. The members of the Commission, however, feel that because of the large colored population concentrated in Baltimore City, it would be very desirable to make provision in the Baltimore area for the training of future teachers for the Baltimore Negro elementary schools; and, in particular, the members of the Commission feel that the present student body in Coppin Teachers College should be allowed to complete their teacher training in the City of Baltimore.
4. Since the Commission is now engaged in making a more far-reaching study of higher education for Negro students, it is felt that no more definite recommendation in regard to the above be made until the completion of the entire report of the Commission."

The success of the temporary arrangement advised by the Commission is contingent upon the close cooperation of the State Department of Education and the Board of School Commissioners of Baltimore City. There is every indication that such cooperation exists and will continue until the Coppin question is finally settled. This subject is covered in greater detail in a later section of this report.

IV. *The Effect of Legal Proceedings on Maryland's Higher Educational Policy*

One factor which must be taken into consideration is the effect of court decisions on Maryland's higher educational policy. In 1935, Donald G. Murray successfully instituted legal action against the University of Maryland and, as a result, Negro students are attending the University's School of Law. Murray based his claim on the fact that being sent out of state to pursue legal studies constituted a handicap and was not providing equal facilities in the state and, therefore, was not legal. More recently the McCready case (McCready vs. University of Maryland, 1950) has enabled Negro students to apply to the School of Nursing at the University. It is not unlikely that more suits will follow unless Negro students are admitted to the professional schools of the University of Maryland or equal facilities are provided for them within the state. While the recent court decisions are steadily simplifying this problem, it is by no means settled and the issue is more thoroughly discussed in a separate section of this report.

* * *

It would hardly be feasible to attempt a complete separation of Negro higher education in Maryland from the higher education of white students in the state. The development of colleges for white students in the state has directly influenced the manner of establishment and growth of Negro institutions. The continuous uphill struggle on the part of the Negro colleges to secure facilities on a par with white institutions is a factor which cannot be overlooked in a survey of this kind. For this reason the Commission has made a study of those phases of higher education for white students which have important bearing on the Negro higher educational picture.

* * *

One of the major sources of reference for this study was the "Survey on Higher Education in Maryland," or the so-called "Marbury Commission's Report," which was published in 1947. The failure of any constructive action following the completion of that survey is somewhat surprising in view of its many fine observations and recommendations.


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CHAPTER I

THE PROBLEM OF SEPARATE EDUCATIONAL INSTITUTIONS IN MARYLAND

It is not a widely known fact that three of the so-called southern states have no written law requiring segregation in education. By custom, rather than legal provision, the white and Negro students of Maryland, Delaware and West Virginia¹ attend separate institutions of higher learning. The only positive indication that segregated higher education is sanctioned in Maryland is the fact that the state's legislature makes separate appropriations for white and Negro institutions. Within the past few years, however, the rigid pattern of racial separation has begun to relax. Since 1935, an increasing number of Negro students has been admitted successively to such private institutions as Johns Hopkins University, Loyola College and St. John's College, Annapolis. Johns Hopkins and St. John's are receiving some state aid. Other Maryland institutions may soon be following this pattern.

As a direct result of the Murray case (*Murray vs. University of Maryland*, 1935), Negroes now attend the School of Law of the University of Maryland.² A more recent development has taken place as a result of the McCready case (*McCready vs. University of Maryland*, 1950) and it was expected that Negroes would soon be attending the School of Nursing at the University of Maryland.³ By and large, however, Negro students attend Negro colleges.

There are four Negro colleges in the state, all of which are under public control and three of which are state supported; Morgan State College, located in Baltimore City, is an undergraduate liberal arts college; Maryland State College, located in Princess Anne, Somerset County, is a branch of the University of Maryland and is designated as the land grant college for Negroes; the Maryland State Teachers College at Bowie, situated in Prince George's County between Baltimore and Washington, is the state institution for the preparation of teachers for Negro elementary schools in the counties; and Coppin Teachers College, a municipal

¹Within the past few months, the State of Kentucky has repealed its law requiring segregated higher education, and Negroes are now attending the University of Kentucky.

²Seventeen Negroes are currently enrolled at the School of Law of the University of Maryland.

³The University of Maryland has since announced its intention of filing an appeal in the McCready case.

teachers college located in Baltimore City, prepares elementary teachers primarily for the elementary schools of Baltimore. In some respects, these schools are below the standards of similar white institutions in the state.

With the exception of legal and nursing education, the state has not yet provided equal facilities for Negroes in the graduate and professional fields of higher learning. In an attempt to meet this condition, a state scholarship fund has been established to enable Negro students to attend out-of-state institutions for all work which is offered at the University of Maryland but not at either Morgan State College or Maryland State College at Princess Anne.

CHAPTER II

GRADUATE AND PROFESSIONAL EDUCATION FOR THE NEGRO IN MARYLAND

Segregation as it exists in Maryland, while not altogether unique, cannot be considered in quite the same light as in the other southern states. As a border state, its history and background of racial distinction are far milder than, for example, that of Mississippi, Alabama or Georgia. Then too, its Negro population, while fairly high percentage-wise, is much smaller than that in the majority of southern states. Since segregated education is the practice, Maryland is faced with a legal as well as a moral obligation to provide for the Negro student facilities equivalent to those available to the white student. The only alternative would be the complete or partial abandonment of its segregation policy.

Since Maryland is a member of the *Board of Control for Southern Regional Education*, it might be well at this point to discuss the Southern Regional plan and its relation to Maryland's higher educational pattern.

The purpose of the Southern Plan for Regional Education is twofold. The primary reason for its institution is the provision of facilities for higher learning which can be made available to the group of states within the charter, but which could not have been provided by each state separately. It would be economically impractical and unsound for each state to maintain its own schools for such highly specialized fields as nursing, dentistry, human and veterinary medicine, or pharmacy. The second of these objectives is the gradual specialization of each institution within the charter to provide particular excellence in one or two fields of learning rather than an attempted coverage of all fields. While at the present time, the Board has developed regional arrangements among states and institutions in but three fields—dentistry, medicine, and veterinary medicine, it is expected that by the next regular meeting of the State Legislatures of January, 1951, the program will be expanded to include 25-30 fields of study.

The Board of Control for Southern Regional Education was created under a non-profit regional charter in the fall of 1948, at which time fourteen institutions were placed under contract—

twelve white and two Negro. At present there are 388 students enrolled in the program, of whom 201 are white and 187 Negro. The Board is comprised of the Governor of each of the fourteen member states¹ and three additional persons from each of those states. The Executive Committee consists of fourteen members—one member from each state in the contract with the provision that at least four shall be Negro educators.

Maryland's participation in the Southern Regional Education plan has not been an altogether peaceful one. When the state joined the charter in 1948, it sent its first students to the regional school for veterinary medicine which is not offered at the University of Maryland. More recently, however, Maryland began sending Negro students to regional institutions for study in medicine and nursing, which were then being given for white students at the University. The Board of Control for Southern Regional Education has continually placed heavy stress on the fact that the program was established only to provide educational facilities which were not available within the state whether for white or Negro. The program was established to supplement educational facilities, but was not to be used in any way as a substitute to enable the state to circumvent its legal and moral obligation to provide equal educational opportunity to its Negro citizens.

In recent years, however, court decisions have begun to place more emphasis on the existing lack of equal facilities for the Negro student. As previously mentioned, Donald G. Murray, in 1935, successfully maintained a legal action against the University of Maryland for admission to the School of Law and, more recently, the decision in the McCready case (1950) provides for the admission of Negro students to the School of Nursing. As times goes on, Maryland can expect similar cases unless additional facilities for Negroes are provided within the state.

If Maryland were to attempt the duplication for the Negro of the facilities at the University of Maryland either at Morgan or at any other location in the state, the cost would amount to many millions of dollars and, in our judgment, would not be justifiable in view of the relatively small number of Negro students in Maryland who would apply and be eligible. Too few people, it

¹Alabama, Arkansas, Florida, Georgia, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

seems, realize that from all the Negro high schools in the state the number of graduates during the past five years has averaged but 1,230 annually. Of this number, slightly over one-fourth make successful application for undergraduate work in college and not all of them attend Maryland institutions. Another factor, which must be taken into consideration, is that a large number of Negro high school graduates desire to take up the teaching profession in some form or other, and many of them will go to teachers colleges rather than to liberal arts colleges. The number of Negro students who will apply for graduate or professional training will be correspondingly small. (See Table I.) The average for the past five years shows that approximately 177 Maryland Negroes graduate from college each year. Of this number, 120 (67 per cent) graduate with education majors, 36 (20 per cent) with general academic majors, and 21 (13 per cent) with majors in the physical sciences.

Table I
SUMMARY OF NEGRO SECONDARY AND HIGHER EDUCATION IN
MARYLAND 1945-50*

	<i>Years Ending June 30th</i>					
	<i>1945</i>	<i>1946</i>	<i>1947</i>	<i>1948</i>	<i>1949</i>	<i>1950</i>
Negro High School Enrollment						
Baltimore City	7,209	7,779	8,660	9,027	9,248	9,865
Total Counties	5,647	7,000	7,738	8,229	8,921	9,693
Total Maryland	12,856	14,779	16,398	17,256	18,169	19,558
Negro High School Graduates						
Baltimore City	755	288	277	569	780	429
Total Counties	285	740	937	889	630	735
Total Maryland	1,040	1,028	1,214	1,458	1,410	1,165
Negro Students Entering College						
Baltimore City	155	140	154	181	174	—
Total Counties	215	154	182	191	113	—
Total Maryland	370	294	336	372	287	—
Average High School Enrollment (1945-1949)—15,889 (Total Maryland)						
Average High School Graduates (1945-1949)— 1,230 (Total Maryland)						
Average Entering College (1945-1949)— 332 (Total Maryland)						

Tables I and II on this page show the pattern of Maryland's Negro secondary and higher education during the five-year period from 1945 to 1949.

*Material obtained from: State Department of Education of Maryland.

Table II
MARYLAND STUDENTS (NEGRO) GRADUATING FROM COLLEGE,
1945-1949*

	<i>Years Ending June 30th</i>					
	<i>1945</i>	<i>1946</i>	<i>1947</i>	<i>1948</i>	<i>1949</i>	<i>Average</i>
Morgan State College						
a. Education	40	44	77	85	76	64 (57%)
b. General	8	16	23	36	51	28 (25%)
c. Sciences	8	12	18	22	42	20 (18%)
d. Total	56	72	118	143	169	112
Maryland State College	5	3	12	10	17	10
Bowie State Teachers	20	30	25	24	25	25
Coppin Teachers College	36	38	25	34	20	30
Total Maryland	117	143	180	221	231	177
College Graduates (Education)	96	112	127	143	121	120 (67%)
College Graduates (General)	13	19	35	46	68	36 (20%)
College Graduates (Science)	8	12	18	22	42	21 (13%)
Total Maryland	117	143	180	221	231	177 (100%)

*Material obtained from: State Department of Education of Maryland, Morgan State College, and Coppin Teachers College.

RECOMMENDATIONS

The Commission recommends that, until separate facilities be provided for the Negro in Maryland, qualified Negro students be admitted to courses in the graduate and professional schools of the University of Maryland, which are not at the time offered at Morgan State College—these to include dentistry, engineering, law, medicine, nursing and pharmacy in the professional field, and for work in other subjects on the graduate level. The Commission also recommends that as many courses leading to the master's degree as possible be instituted at Morgan State College, these to include the major fields of study, i.e., English, social sciences, etc., and ultimately the physical sciences. The Commission feels that, while neither Morgan State College nor Maryland State College is in a position to offer all the courses in any of the professional fields, they could offer specialized courses to prepare students for such work.

CHAPTER III

STATE SCHOLARSHIPS FOR NEGROES

A. *Origin and History*¹

In an attempt to alleviate somewhat the condition of limited opportunities for Negro students, a legislative act in 1933 provided that the Board of Regents of the University of Maryland might allocate some of the state appropriations for Princess Anne Academy to establish partial scholarships at Morgan College (which was not at that time a state institution) or at out-of-state institutions. These scholarships were to be awarded to "worthy Negro students" to take "professional courses or such other work as is not offered in the said Princess Anne Academy but which is offered for white students at the University of Maryland. . . ."

It was not until 1935, however, that funds were actually made available for scholarship aid. At this time a Commission on Higher Education for Negroes was appointed. This Commission awarded scholarships totaling \$1,175 to eight Negro graduate students for 1936-37. In 1937, a new "Commission on Scholarships for Negroes" was appointed, and the sum of \$30,000 for each of the fiscal years 1937 and 1938 was appropriated toward scholarships for Negro students and the administrative expenses of the Commission. When Morgan College became a state institution in 1939, the administration of the scholarships was transferred from the Commission to the Board of Trustees of Morgan State College. The fund is now being administered by that institution's Trustees Committee on State Scholarships.

"In providing State Scholarships, Maryland was merely following precedent, for similar provisions were made in the laws of other States, notably in the State of Missouri. The Supreme Court of the United States, however, in an important opinion rendered on December 12, 1938, in the case of 'State of Missouri at the relation of Lloyd Gaines, Petitioner v. S. W. Canada, Registrar of the University of Missouri and others' decided that such scholarships to enable Negro students to attend educational institutions outside of a State are not the legal equivalent of educational facilities offered to white students within the State. Lloyd Gaines applied for admission to the Law School of the University of Missouri, but was denied admission on the ground that he was

¹Report of the Commission on Higher Education in Maryland, 1947.

a Negro, and was offered in lieu thereof a scholarship to enable him to attend the Law School of a university in an adjacent State. He refused the proffered aid and stood on his rights. The Supreme Court decided that the State of Missouri had no right to exclude him from its university without providing equivalent education at some other institution within the State."¹

B. Regulations¹

Applicants for scholarships are declared eligible when they desire and are qualified to study in fields of learning available at the University of Maryland, but not available at Morgan State College or Maryland State College at Princess Anne. Applicants must be bona fide residents and citizens of Maryland. Each applicant is required to submit to the committee a formal application, three letters of recommendation, a physician's certificate of health, and an original copy of his academic record; each new applicant must appear before the committee for a personal interview.

C. Present Status and Expenditures

Table III
SUMMARY OF APPROPRIATIONS AND EXPENDITURES ON STATE
SCHOLARSHIPS FOR NEGROES, 1935-1949

		Expenditures		Total	Balance
Years	Appropriations	Acad. Yr.	Summer		
1935-36	\$ 10,000	*	*	*	*
1936-37	10,000	*	*	*	*
1937-38	30,000	*	*	*	*
1938-39	30,000	*	*	*	*
1939-40	25,000	\$24,316	—	\$ 24,316	\$ 684
1940-41	25,000	24,916	—	24,916	84
1941-42	25,000	24,755	—	24,755	245
1942-43	25,000	22,196	\$ 2,778	24,974	26
1943-44	30,000	23,477	6,522	29,999	1
1944-45	25,000	17,800	7,170	24,970	30
1945-46	40,000	27,993	11,739	39,732	268
1946-47	60,000	43,316	16,646	59,962	38
1947-48	60,000	46,392	27,609	74,001	—14,001†
1948-49	100,000	66,731	45,668	112,399	—12,399†
1949-50	100,000	—	—	—	—†
Totals	\$595,000	—	—	—	—

*Not classified.

†Deficit carried over to following year.

‡The 1949-50 appropriation for the Scholarship Program was \$100,000. Later in the year an additional sum of \$50,000 was approved by the Board of Public Works and it is expected that an additional large sum will be appropriated. The total sum for 1949-50 may amount to as much as \$200,000.

Source: Reports of Trustees Committee on State Scholarships—1945-49.

¹Morgan State College Bulletin, 1949. The underscoring of the phrase "within the State" was added by the Commission.

Table IV
NUMBER OF SCHOLARSHIP AWARDS BY YEARS AND LEVEL OF
STUDY, 1935-49

<i>Year</i>	<i>Graduate</i>	<i>Professional</i>	<i>Undergraduate</i>	<i>Total</i>
1935-36	*	*	*	97
1936-37	*	*	*	101
1937-38	40	19	51	110
1938-39	46	17	59	121
1939-40	62	20	60	142
1940-41	71	22	52	145
1941-42	74	14	60	148
1942-43	61	66	59	186
1943-44	84	34	37	155
1944-45	184	31	39	254
1945-46	168	37	30	235
1946-47	236	29	54	319
1947-48	383	28	66	477
1948-49	782	80	148	1,010
1949-50	*	*	*	*
Total	*	*	*	3,500
Less Duplications				1,939
Total Persons				1,561

*Information not available.

Table V
FIELDS OF STUDY IN WHICH SCHOLARSHIP AWARDS HAVE BEEN
MADE—1946-49

<i>Fields of Study</i>	<i>1946-47</i>			<i>1947-48</i>			<i>1948-49</i>		
	<i>Reg.</i>	<i>Sum.</i>	<i>Total</i>	<i>Reg.</i>	<i>Sum.</i>	<i>Total</i>	<i>Reg.</i>	<i>Sum.</i>	<i>Total</i>
A. UNDERGRADUATE									
1. Agriculture	—	—	—	—	—	—	3	—	3
2. Architecture	—	—	—	—	—	—	5	—	5
3. Astronomy	—	—	—	1	—	1	—	1	1
4. Business	19	2	21	20	4	24	—	3	3
5. Commerce	—	—	—	—	—	—	29	—	29
6. Education	—	—	—	—	—	—	2	2	4
7. Engineering	5	—	5	7	—	7	17	3	20
8. Fine Arts	17	2	19	21	4	25	50	—	50
9. Industrial Ed.	—	—	—	—	—	—	5	—	5
10. Journalism	3	1	4	3	1	4	4	—	4
11. Lab. Tech.	—	—	—	1	—	1	—	—	—
12. Library Science	2	—	2	1	—	1	2	1	3
13. Nursery Ed.	—	—	—	1	—	1	—	—	—
14. Nursing	—	—	—	—	—	—	1	—	1
15. Physical Ed.	—	—	—	3	—	3	10	1	11
16. Psychiatry	—	—	—	1	—	1	2	1	3
17. Psychology	1	—	1	—	—	—	5	—	5
18. Russian	—	—	—	—	—	—	2	—	2
19. Textiles	1	—	1	—	—	—	—	—	—
20. Vocational Ed.	—	1	1	—	—	—	—	—	—
Total	48	6	54	59	9	68	137	12	149
B. GRADUATE									
1. Agriculture	1	1	2	1	2	3	6	2	8
2. Biology	2	—	2	3	6	9	12	5	17
3. Business	5	—	5	2	2	4	9	8	17
4. Chemistry	—	—	—	—	—	—	5	1	6
5. Economics	1	3	4	1	1	2	2	1	3
6. Education	61	101	162	103	161	264	373	193	566
7. English	2	4	6	2	8	10	6	7	13
8. Fine Arts	—	3	3	1	3	4	4	9	13
9. History	2	—	2	2	1	3	2	3	5
10. Home Economics	2	5	7	5	9	14	4	13	17
11. Industrial Arts	—	—	—	—	—	—	—	2	2
12. Library Science	—	—	—	1	5	6	2	8	10
13. Mathematics	2	1	3	—	5	5	—	5	5
14. Mod. Language	1	3	4	1	7	8	—	—	—
15. Music	—	1	1	1	3	4	—	1	1
16. Philosophy	—	—	—	—	—	—	1	—	1
17. Physical Ed.	1	3	4	1	5	6	8	18	26
18. Physics	—	1	1	—	—	—	—	1	1
19. Psychology	1	—	1	1	1	2	4	3	7
20. Science	1	—	1	6	3	9	4	3	7
21. Social Science	23	4	27	19	9	28	41	9	50
Total	105	130	235	150	231	381	483	292	775
C. PROFESSIONAL									
1. Dentistry	1	—	1	2	—	2	5	1	6
2. Medical Tech.	4	—	4	—	—	—	2	—	2
3. Medicine	12	2	14	9	—	9	20	1	21
4. Nursing	7	—	7	8	—	8	23	—	23
5. Pharmacy	3	—	3	7	1	8	28	—	28
Total	27	2	29	26	1	27	78	2	80
Grand Total	180	138	318	236	241	476	698	306	1,004

Table VI
NUMBER OF SCHOLARSHIP AWARDS BY INSTITUTION
YEARS 1947-49

<i>Institution</i>	<i>1947-48</i>			<i>1948-49</i>		
	<i>Reg.</i>	<i>Sum.</i>	<i>Total</i>	<i>Reg.</i>	<i>Sum.</i>	<i>Total</i>
1. American University	2	*	*	1	—	1
2. Amherst College	2	*	*	—	—	—
3. Art Students' League	1	*	*	2	—	2
4. Atlanta School of Social Work	4	*	*	—	—	—
5. Atlanta University	—	*	*	4	1	5
6. Bellevue School of Nursing	2	*	*	2	—	2
7. Boston University	2	*	*	4	9	13
8. Catholic University	—	*	*	5	6	11
9. Colorado University	—	*	*	—	1	1
10. Columbia University	19	*	*	44	64	108
11. Connecticut College	—	*	*	2	—	2
12. Cornell University	2	*	*	2	4	6
13. DesMoines College of Surgery	—	*	*	2	—	2
14. Drexel Institute of Technology	—	*	*	—	1	1
15. Franklin Institute	1	*	*	—	—	—
16. Freedman's Hospital	—	*	*	2	—	2
17. Hampton Institute	36	*	*	60	5	65
18. Harvard University	—	*	*	—	1	1
19. Howard University	105	*	*	123	6	129
20. Indiana University	—	*	*	2	2	4
21. Johns Hopkins University	4	*	*	13	3	16
22. Julliard School of Music	—	*	*	2	1	3
23. Keuka College (N. Y.)	2	*	*	2	—	2
24. Lincoln University	—	*	*	2	—	2
25. Loyola College (Baltimore)	—	*	*	—	5	5
26. McDowell School of Design	—	*	*	—	1	1
27. Meharry Medical College	7	*	*	8	—	8
28. Michigan State	—	*	*	2	1	3
29. Mt. Holyoke	2	*	*	—	—	—
30. New York Sch. of Social Work	2	*	*	—	—	—
31. New York University	165	*	*	61	115	176
32. Northwestern University	—	*	*	—	5	5
33. Oberlin College	2	*	*	2	—	2
34. Ohio State	4	*	*	4	3	7
35. Penna. Acad. of Fine Arts	—	*	*	2	—	2
36. Penna. School of Social Work	6	*	*	7	—	7
37. Phila. College of Pharmacy	—	*	*	2	—	2
38. Phila. Museum School of Art	2	*	*	4	—	4
39. Pratt Institute	—	*	*	1	—	1
40. Provident Hospital	2	*	*	10	—	10
41. Rutgers University	—	*	*	—	3	3
42. St. Johns University	2	*	*	2	1	3
43. Sarah Lawrence College	—	*	*	—	1	1
44. Simmons College	4	*	*	—	—	—
45. Springfield College	—	*	*	—	1	1
46. Syracuse University	2	*	*	—	—	—
47. Temple University	15	*	*	19	17	36
48. University of California	—	*	*	—	4	4
49. University of Chicago	—	*	*	—	1	1
50. University of Cincinnati	—	*	*	—	1	1
51. University of Denver	2	*	*	2	1	3
52. University of Illinois	1	*	*	3	—	3
53. University of Michigan	2	*	*	—	—	—
54. University of Pennsylvania	23	*	*	32	17	49
55. University of Wisconsin	5	*	*	3	1	4

(Continued)

	1947-48			1948-49		
	Reg.	Sum.	Total	Reg.	Sum.	Total
56. Virginia State College	4	*	*	4	2	6
57. Woods Hole Biological Lab.	—	*	*	—	1	1
58. Xavier University (La.)	—	*	*	1	—	1
TOTALS	145	*	*	443	285	728
Less duplications	36	*	*	187	52	239
Total students	109	*	*	256	233	489

*Information not available.

The Maryland out-of-state scholarship program cannot be regarded as a permanent solution to the problem of providing equal educational opportunity for the Negro in Maryland. It is at best a temporary measure to more or less atone for the exclusion of Negro students from facilities available only to white students at the University of Maryland. As a result, Negro students are granted scholarships to go as far away as Michigan, California and even Mexico City. Certainly, a program which allows such practice is, in many respects, lacking all semblance of logical and practical planning.

Perhaps the most obvious fact in the whole question of scholarships is that only one-fourth of the grants are made in the fields of undergraduate study. (See Tables IV and V.) In view of the wide difference in the availability of curricula at the Negro colleges within the state as compared with those at the University of Maryland, the small number of undergraduate awards is surprising.

A noteworthy trend is the increasing number of summer session students aided. (See Table III.) Most of these students are public school teachers who are advancing the level of their training, and the majority are in the field of education. It is not unlikely that the number of scholarship awards for summer school will soon exceed that of the regular academic year. The most alarming trend, however, is that the number of scholarships is growing in increasing proportion each year. (See Table III.) For the fiscal year 1949-50 alone, the total expenditure for the Maryland out-of-state scholarship plan is expected to be in the neighborhood of \$200,000.

D. The Future of the Scholarship Program in Relation to the Commission's Recommendations

1. With the admission of Negro students to courses in the graduate and professional schools of the University of Maryland, and with the expansion of courses at Morgan State College to include graduate work in some major fields of study, the

number of scholarships would be reduced by approximately seventy-five per cent.

2. With the institution at Morgan State College of several major undergraduate fields of study, i.e., business, psychology, fine arts, etc., the number of scholarships would be reduced still further.
3. Should the foregoing conditions be established, the Commission recommends that the Maryland out-of-state scholarship program be continued for the present on the undergraduate level only for those courses which are given for white students at the University of Maryland but not available to the Negro students at Morgan State College.¹
4. The Commission also recommends that those students, who at the present time have matriculated for a higher degree with the aid of scholarship grants and who desire to continue their work at the institutions for which scholarship grants have been made, may apply for scholarships whether or not their courses or fields of study be then offered at Morgan State College or the graduate and professional schools of the University of Maryland.
5. Furthermore, the Commission recommends that the law governing the scholarship program be changed to strengthen the regulations under which the awards of such scholarships are made. In general, the Commission feels that the amount spent for scholarships should be very greatly reduced and that only where it is *absolutely necessary* should scholarships be granted.² It further recommends that steps be taken to abolish the Maryland out-of-state scholarship program as quickly as this can be accomplished. Attention is called to the fact that in the year 1948-49 the amount appropriated for scholarships was \$100,000 and there was a deficit of \$12,399, which was granted, making a total expenditure of \$112,399. It is estimated that the expenditures for scholarships for the year 1949-1950 will be in the neighborhood of \$200,000.
6. The members of the Commission feel that the administration of such scholarships should be transferred to the advisory commission on higher education in Maryland, which is recommended in another section of this report.

¹The Commission feels that the practice of listing courses in catalogues of the University of Maryland, which usually are not given, should be discontinued. This applies to the undergraduate level as well as to the graduate and professional level.

²The Commission feels that the content of courses should be considered in the granting of these scholarships—not merely the title of the course.

CHAPTER IV

COPPIN TEACHERS COLLEGE

A. History

Coppin Teachers College is an institution in the City of Baltimore whose purpose is the preparation of teachers for the Negro elementary schools in the city. It is a part of the public school system of Baltimore.

The College had its beginning in 1901 when the Baltimore City School Board established a training class for the preparation of elementary teachers at the Colored High School Building. Two years later the training classes were combined with the Colored High School under the name of "Colored High and Training School." In 1909, the training department was detached from the high school and became a separate institution with its own principal. It was later called the Fannie Jackson Coppin School in honor of Fannie Jackson Coppin, a former slave who became the first Negro woman in the United States to receive a degree and who later introduced teacher training through her work in Philadelphia. It was not until 1932 that Coppin expanded its training program to three years of college work. In 1938, the curriculum was extended to four years and the school became Coppin Teachers College with authority to grant the B.S. Degree in education.

B. Present Status

The present quarters of Coppin Teachers College are situated on the top floor of a modern three-story school building constructed in 1932 by the Public School System of Baltimore. It has the use of five general classrooms and one room which serves as an auditorium and classroom. The remaining floors house an elementary school which serves as an observation and demonstration school. One fairly large room houses the school and college library which is inadequately stocked. The student enrollment through the past several years has generally been in the neighborhood of 200. Tuition is free to all students who are established residents of Baltimore City, but out-of-city students are required to pay \$260 in tuition and out-of-state students \$300. Of the 206 students enrolled for 1949-50, two were from out of the city and none from out of the state. The operational cost of Coppin Teachers College requires the yearly expenditure of a little over

\$45,000, of which \$35,000 includes the salaries of the principal and five teachers.¹

Coppin Teachers College is accredited by the Maryland State Department of Education, but not by the American Association of Teachers Colleges or the Middle States Association of Colleges and Secondary Schools.

For a number of years Baltimore had two normal schools, one for the training of white teachers and one for the training of Negro teachers. The normal school for white students was discontinued in 1924 and its work transferred to the Towson State Teachers College, which is located on the edge of the city. Thus Coppin Teachers College is at present the only teachers college supported by Baltimore City. In 1924, the possible transfer of Coppin Teachers College to Morgan College was considered at the time of the consolidation of the white training school with the Towson State Normal School. In view of the fact that Morgan College was at that time considered a denominational college and was not a state institution, it was decided that the training of Negro teachers for the public elementary schools of Baltimore City should not be transferred to Morgan College.

In June, 1949, the Board of School Commissioners of Baltimore City requested that the State Department of Education take over the preparation of teachers for the Negro elementary schools of Baltimore City and that the present facilities of Coppin Teachers College be used for much needed elementary school classroom space. In a meeting before this Commission, Dr. Thomas G. Pullen, Jr., State Superintendent of Education, agreed that the preparation of Negro elementary teachers for the schools of Baltimore City should be the responsibility of the State Department of Education. He strongly advised, however, that the education of those students be included in the work now being carried on at Bowie State Teachers College. Such a proposal has already aroused considerable concern and opposition on the part of the parents of Coppin students as well as the Negro population as a whole. These groups consider such a move as a serious injustice in view of the fact that white students have the opportunity of attending a teachers college in the Baltimore area (Towson).

C. Problem

Since the City of Baltimore has announced its decision to abandon the training of Negro elementary teachers which it

¹Summary of operating expenses at Coppin Teachers College is shown on Page 51 of the Appendix.

considers the responsibility of the State, there remains the problem of where those Coppin students should receive their training. Listed below are the conceivable possibilities for the solution of the Coppin question :

1. That Coppin Teachers College remain at its present location but under the administration and support of the State Department of Education, and that additional facilities be added to meet the requirements of an accredited teachers college.
2. That the state construct entirely new facilities for Coppin Teachers College at a new location in the Baltimore area to be under the administration and support of the State Department of Education.
3. That Coppin Teachers College be closed entirely and all teacher training for the Negro elementary schools of Baltimore City be included in the work now being carried on at Bowie State Teachers College.
4. That a separate unit for the training of teachers for the Negro elementary schools of Baltimore be established on the campus of Morgan State College under the supervision and financial support of the State Department of Education, as is the case with the other teachers colleges in the state. This unit would be allowed the use of those facilities already available at Morgan.
5. That a new and separate building of classrooms be constructed on the campus of Morgan State College to be occupied by Coppin Teachers College and under the administration, supervision, and financial support of the State Department of Education in the manner of the other teachers colleges in the state. That this building conform to the general constructional pattern or style of architecture as those buildings already on the Morgan campus. That Coppin Teachers College be allowed the use of all other facilities on the Morgan campus as may be required. That the present candidates for teaching positions in the Negro elementary schools of Baltimore continue their training at the present quarters of Coppin Teachers College (or some other building in Baltimore City) under the administration and financial support of the State Department of Education with the cooperation of the Board of Education of Baltimore City. Upon the completion of the new building, they would move to the Morgan campus and the old quarters would be returned to the public school system of Baltimore City. That

a "President" or a "Dean" or position of similar rank be included in the new unit at Morgan State College to administer the needs of Coppin Teachers College. That those members of the faculty of Coppin Teachers College, who are duly qualified and doing satisfactory work, either be transferred to the new unit or provided for elsewhere. That the name "Coppin" be used to identify the new teacher training unit on the campus of Morgan State College. That the present observation and demonstration school, as well as the practice centers now being used by Coppin, be retained in cooperation with the public schools of Baltimore City.

D. *Discussion*

Plan No. 1—The first proposal outlined above follows the original plan of the Board of School Commissioners of Baltimore City who, as far back as 1941, had hoped to begin construction of added facilities for Coppin Teachers College. The advent of war prevented the forwarding of those plans and Coppin continued to operate with its wholly inadequate facilities. With the decision to abandon the preparation of Negro elementary teachers at City expense, it would seem a highly impractical and thoroughly wasteful expenditure to provide the necessary facilities at an estimated cost of \$800,000. Since the Board of School Commissioners has shown the great need for classroom space in the elementary schools of Baltimore, there seems little point in prolonging the overcrowded condition of the elementary school at Coppin.

Plan No. 2—If the second plan were adopted, it would mean the expenditure of well over a million dollars for the 200 students at Coppin. The Commission feels that such a plan would be economically unsound.

Plan No. 3—The alternate proposal to include Coppin with the work being carried on at Bowie has been strongly urged by the State Department of Education, which has contended that not only is there no real need for an institution in Baltimore City but also that the State of Maryland has no legal obligation to keep one there. The Department has also pointed out that such a consolidation would require little, if any, additional funds than are already being spent for the operation of Coppin.¹ The Commission maintains, however, that there is an ever growing need for teachers in

¹The estimated operational cost of a merger of Coppin with Bowie or Morgan is shown on pages 51, 52 of the Appendix.

the Negro elementary schools of Baltimore City and its members feel that adequate preparation for city teachers should be carried on in the Baltimore area, which is the center of Maryland's Negro population.¹ From the humane point of view, the time and expense which would be required to travel to and from Bowie would seem wasteful when the teacher training institution could so easily be established in the Baltimore area. It might be pointed out that more than fifty Negro civic and fraternal groups have written the Commission expressing concern and disapproval over the plan to consolidate Coppin and Bowie.

Plan No. 4—From the very beginning of the Commission's discussion of the Coppin issue, serious consideration has been given to the proposal of placing the education of Baltimore's elementary teachers on the campus of Morgan State College. The reasons for such a step are obvious: first of all, Morgan already has practically all of the facilities needed to include the teacher training program and a consolidation of Coppin with Morgan would require a negligible expenditure of money; secondly, it would solve the problem of locating the unit in Baltimore; and thirdly, it would not greatly disturb the program already established at Morgan State College. The State Department of Education could exercise indirect administration of such a unit as well as direct control or supervision through its certification procedures. The members of the Commission feel, however, that such a plan would be subject to some confusion regarding administrative problems which may arise at the teacher training unit. A separate unit in the same buildings as the college itself would tend to make Coppin in many ways lose its identity and cause the State Department of Education increasing difficulty in its supervision of the training school.

Plan No. 5—This Commission recommends that the proposal listed as Plan No. 5 be adopted for the following reasons:

- a. It would provide the needed teacher training unit for Negro elementary schools in the Baltimore area.
- b. The students at the teachers college could use the other facilities at Morgan State College and thereby be assured of accreditation. Such a move would eliminate the necessity for an expenditure of a very large sum of money for land, cafeteria, auditorium, library, science building and gymnasium, which would be required if a separate institution were established.

¹The tables for the Negro population in Baltimore City and Maryland counties are listed on pages 52, 53, 54 of the Appendix.

- c. The distinct separation would provide the needed dividing line between tuition paying and non-paying students on the campus and serve as a definite psychological advantage to both Morgan and Coppin Teachers College.
- d. The new classroom building would be an asset to the campus of Morgan and, should the teacher training school ever be moved elsewhere, it would not represent a wasteful expenditure on the part of the state as the building could be used by Morgan State College. This new building could be used also by Morgan State College for classes at times when it is not being used by the teacher training unit.
- e. It would greatly facilitate the supervision by the State Department of Education and eventually eliminate the chances of confusion from having two separate types of institutions on the same campus.
- f. The same demonstration and observation school, as well as the practice centers, which are now being used by Coppin Teachers College, could be retained by the unit with the cooperation of the Board of Education of Baltimore City, instead of establishing a new demonstration and observation school on the campus.
- g. Until the new building is completed, candidates for teaching in the Negro elementary schools of Baltimore City could continue their training in the present Coppin quarters or in another building in Baltimore City under the financial support, administration and supervision of the State Department of Education.
- h. The present faculty of Coppin Teachers College, which is considered generally good, could be used for the new unit, in whole or in part, as the staff of the teacher training unit.

The Commission recommends Plan No. 5 because it feels that there is an obvious need for a Negro elementary teacher training unit in the Baltimore area. The question of expenditures is one which must always be given serious consideration and it feels that its recommendation, while involving some cost, is by far the most practical and economical.

CHAPTER V

MARYLAND STATE COLLEGE AT PRINCESS ANNE

A. History

The Maryland State College was founded in 1886 under the name of Princess Anne Academy as a branch of Morgan College, then a Methodist-Episcopal institution. The institution actually served as a preparatory school for the parent Morgan College. During the early years of its existence the institution offered only academic and industrial courses on the secondary school level. In 1891 the state designated Princess Anne Academy as the land grant college for Negroes, but the courses which were subsequently offered in "agriculture, industrial arts and home economics" remained on the secondary level.

When the state acquired control of Princess Anne in 1919, the school offered only work from the eighth to the twelfth grades. Grades eight to ten were discontinued in 1927 and two years of college work were added. By 1929 all secondary instruction was dropped and the institution became a two-year junior college. With the purchase of the college by the state in 1935, the college was extended to four years and granted degrees. The college at present serves as the land grant college for Negroes in Maryland and is operated under the administrative jurisdiction of the Board of Regents of the University of Maryland. Four-year curricula are now offered in agriculture, mechanical arts and home economics.

B. Present Status

1. Enrollment—During the academic year 1949-50, there were 409 students enrolled at Maryland State College, of whom 143 were women and 266 men. Far more significant, however, was the relatively large number of students from states other than Maryland. (See Table VII.) While 223 students (54%) were from Maryland, 186 students, or more than 45%, came from twenty-four other states, the District of Columbia, and the Virgin Islands. Of the Maryland students enrolled at the College, the great majority were from the Eastern Shore with 50% from three surrounding counties. Sixty-one students came from Somerset County alone.

Table VII

MARYLAND STATE COLLEGE
PRESENT ENROLLMENT BY RESIDENCE (March, 1950)

A. Maryland Students	<i>Men</i>	<i>Women</i>	<i>Total</i>
1. Anne Arundel	0	2	2
2. Baltimore County	2	0	2
3. Baltimore City	8	0	8
4. Calvert	3	4	7
5. Caroline	8	6	14
6. Carroll	1	0	1
7. Cecil	5	0	5
8. Charles	3	2	5
9. Dorchester	11	1	12
10. Frederick	3	1	4
11. Harford	6	5	11
12. Howard	5	1	6
13. Kent	5	5	10
14. Montgomery	0	1	1
15. Prince Georges	6	6	12
16. Queen Anne	0	1	1
17. St. Mary's	1	4	5
18. Somerset	32	29	61
19. Talbot	2	2	4
20. Washington	0	1	1
21. Wicomico	19	7	26
22. Worcester	12	13	25
Total Maryland Students	<u>132</u>	<u>91</u>	<u>223 (54.5%)</u>
B. Out-of-State Students			
1. Alabama	1	1	2
2. California	2	0	2
3. Connecticut	1	0	1
4. Delaware	11	2	13
5. District of Columbia	3	1	4
6. Florida	1	1	2
7. Georgia	0	2	2
8. Illinois	10	2	12
9. Indiana	6	1	7
10. Kentucky	4	9	13
11. Michigan	1	0	1
12. Mississippi	2	0	2
13. Missouri	3	0	3
14. New Jersey	10	2	12
15. New York	4	5	9
16. North Carolina	9	1	10
17. Ohio	6	0	6
18. Oklahoma	7	0	7
19. Pennsylvania	12	5	17
20. South Carolina	1	0	1
21. Tennessee	1	0	1
22. Texas	3	0	3
23. Virginia	33	20	53
24. West Virginia	1	0	1
25. Wisconsin	1	0	1
26. Virgin Islands	1	0	1
Total Out-of-State	<u>134</u>	<u>52</u>	<u>186 (45.5%)</u>
C. Grand Totals	<u>266</u>	<u>143</u>	<u>409 (100%)</u>

Table VIII
MARYLAND STATE COLLEGE
DORMITORY ENROLLMENT BY RESIDENCE (March, 1950)

	<i>Men</i>	<i>Women</i>	<i>Total</i>
A. Maryland Students	122	60	182
B. Out-of-State Students			
1. Alabama	1	1	2
2. California	2	0	2
3. Connecticut	1	0	1
4. Delaware	11	1	12
5. District of Columbia	3	1	4
6. Florida	1	1	2
7. Georgia	0	1	1
8. Illinois	10	2	12
9. Indiana	6	1	7
10. Kentucky	4	7	11
11. Michigan	1	0	1
12. Mississippi	2	0	2
13. Missouri	3	0	3
14. New Jersey	10	2	12
15. New York	4	3	7
16. North Carolina	9	1	10
17. Ohio	6	0	6
18. Oklahoma	7	0	7
19. Pennsylvania	12	4	16
20. South Carolina	1	0	1
21. Tennessee	1	0	1
22. Texas	3	0	3
23. Virginia	30	15	45
24. West Virginia	1	0	1
25. Wisconsin	1	0	1
26. Virgin Islands	1	0	1
Total	131	40	171

Table IX
MARYLAND STATE COLLEGE
ENROLLMENT BY SEX AND CLASSIFICATION

	<i>Men</i>	<i>Women</i>	<i>Total</i>
Freshman	84	41	125
Sophomore	75	34	109
Junior	49	24	73
Senior	37	22	59
Unclassified	7	4	11
Evening	14	18	32
Total	266	143	409

2. Facilities (See Table X.)—The College is situated outside the town of Princess Anne in Somerset County on 308 acres of land, of which 200 acres are connected with the College's agricultural program. Prior to the recent building program, an administration and classroom building, a gymnasium and a girls' dormitory were the only acceptable features of the whole institution. In almost every other respect the physical plant at Princess

Anne was woefully inadequate. Within the past three years, however, there has been added a new building containing ten classrooms, cottages for the faculty, and several small buildings for industrial and agricultural pursuits. A dining hall and a men's dormitory are currently under construction.

Mention should be made as to the remaining buildings on the campus as well as how some of those already described are being used. A three-story frame wood building at present serves as the men's dormitory. The building, which might be described as a fire hazard, houses 176 men in space originally meant for 92.

Table X
MARYLAND STATE COLLEGE
CLASSROOM FACILITIES

A. Classrooms (Lecture)		B. Laboratories	
Administrative Building	3	Administrative Building	3
Chemistry Building	1	Chemistry Building	2
Classroom Building	9	Classroom Building	1
Library Building	1	Library Building	2
Gymnasium	1	Mechanical Arts Building	5
		Metal Arts Building	1
Total	15	Total	14

The girls' dormitory is well furnished and maintained, but is operating at twice its normal capacity of 56 students. The library is situated in an old but fairly well-kept building. Its 6,000 volumes (4,000 of which were obtained within the past two years) are crammed into one room. The business administration and biology departments are housed on the second and third floors of this building. The chemistry building consists of a converted Army barracks which was poorly erected and not well maintained. The machine shop is situated in a building which serves its purposes reasonably well but its equipment is not adequate. The wood shop, which is only now being equipped, is housed on the ground floor of a building containing photography and electrical courses.

3. Discussion—The position of Maryland State College at Princess Anne has been an anomalous one almost from its very inception and it has always been forced to play the role of an unwanted step-child. Under the tutelage of Morgan College, Princess Anne fared poorly because the parent institution had trouble keeping its own head above water. In 1935, when the state completed the purchase of the college and placed it under the direct supervision of the University of Maryland, it fared

little better until the report of the "Marbury Commission" was published in 1947. That Commission pointed out the lamentable lack of facilities at Princess Anne and recommended its forthright abandonment. Since that time, more than two and one-half million dollars has been appropriated to the institution in an attempt to remedy some of its many deficiencies.

The problem of the disposition of the College is rapidly becoming an insoluble one. Due to the increased activity in the building program at that institution, it has become an increasing source of political issue and resentment. Prior to the investment of more than two million dollars over the past few years, there was little doubt in the minds of many but that the College should be abandoned. With the expenditure of such large sums of money, however, even the most adamant objectors to Princess Anne's existence have softened their attacks.

The Commission deplores the expenditure of public funds for an institution which has not and cannot effectively serve the best interests of Negro students in Maryland. It seems indeed unfortunate that such a school was expanded for the relative handful of Maryland students at the expense of Morgan State College, which could have used the money to far better advantage and benefited a far greater number of students. With the highest cost per student in the state (see Table XI), Princess Anne also has the highest percentage of out-of-state students—a situation which can hardly be called practical or economical.

Table XI

1950 GENERAL FUND APPROPRIATION TO STATE INSTITUTIONS
OF HIGHER EDUCATION PER FULL TIME STUDENT*

<i>Institution</i>	<i>Enrollment (1950)</i>	<i>General Fund Appropriation 1950</i>	<i>General Fund Appropriation per Full Time Student</i>
Princess Anne	409	\$429,768	\$1,051
Bowie State Teachers	206	187,186	908
Salisbury State Teachers	330	226,977	687
Towson State Teachers	770	480,130	620
Frostburg State Teachers	350	215,462	610
Morgan State College	1,528	606,297	397
University of Maryland		Data not available	

*Exclusive of part time and summer enrollments.

Even with the expenditure of such vast sums of money, the facilities at Princess Anne are woefully inadequate for the needs of a land grant college. It must be noted here that there is some doubt on the part of the Commission as to whether there exists a

real need for a Negro land grant college in Maryland. Too few people, it seems, realize that there is a steady trend away from agricultural pursuits on the part of the Negro student. Is it not significant that of the 409 students at Princess Anne, only 28 are taking courses even remotely concerned with agriculture? Considering the fact that the College receives only \$15,000 annually as its share of land grant money,¹ very little, if anything, would be lost if the land grant curricula were to be discontinued. It remains for the Commission, therefore, to recommend whether the institution is to continue with additional capital outlay to make up for its deficiencies, whether it should be continued without additional expenditure of money, or whether it should be discontinued and abandoned as an educational center.

The possible solutions of the Princess Anne problem are outlined in the following:

1. That the College remain under its present control by the University of Maryland and that additional appropriations be granted to make up for its many deficient facilities.
2. That the College be abandoned completely as an educational institution and that all work now being carried on at Maryland State College be transferred to Morgan State College, this to include land grant activities.
3. That the administration of the institution be transferred to the control of the Board of Trustees of Morgan State College. That the plant at Princess Anne be retained as a two-year junior college with its curriculum confined to mechanical arts, agriculture, pre-engineering, and the usual academic courses of a junior college, this to require no further capital outlay.
4. That the plant at Princess Anne be retained as a four-year college, the administration of which would be transferred from the University of Maryland to the Board of Trustees of Morgan State College or to an independent board of trustees for the College.

Rather than recommend any of the steps outlined above, the Commission has developed a plan for the disposition of Princess Anne which can ultimately pave the way for a more lasting solution of the issue. The members realize the great pride for that institution in the hearts of Maryland citizens on the Eastern Shore. They realize, too, that only recently has the College been

¹Figures for Federal land grant appropriations are shown on pp. 57-58 of the Appendix.

able to even approach educational respectability. With all of its drawbacks and deficiencies, it can be justifiably proud of some very good faculty members and a will to succeed. Our primary regret, however, is that such sincere effort could not have been guided in a more practical direction.

With respect to the Maryland State College at Princess Anne, the Commission recommends:

1. That no further capital outlay for the construction of new buildings or for additions to present buildings be expended for Maryland State College at Princess Anne. On June 23, 1950, the Board of Regents of the University of Maryland voted to request additional appropriations of \$2,475,000 for Maryland State College at Princess Anne.
2. That the question of the ultimate disposition of that institution for educational or other state or local purposes be charged to the responsibility of an advisory commission on higher education in Maryland, which is recommended in another section of this report; and, furthermore, that the College remain under the jurisdiction of the University of Maryland until such time as the advisory commission completes its study, with the expectation that the College be separated from the University of Maryland at the earliest possible time.

CHAPTER VI

MORGAN STATE COLLEGE

A. *History*

In 1869, the Methodist-Episcopal Church established in Baltimore the Centenary Biblical Institute, which was later to become Morgan College. The purpose of the sectarian school was the instruction of Negro youth in Maryland on a secondary level and continued as such until 1890, when the name was changed to Morgan College. It was renamed to honor Dr. Lyttleton F. Morgan, one of the school's chief benefactors, and from that time on began to offer courses on a college level.

In 1886, a branch school, Princess Anne Academy, was established in Somerset County, Maryland near the town of Princess Anne. By 1891, another branch school was established at Lynchburg, Virginia. This latter school was destroyed by fire in 1917 and never rebuilt. Both branch schools were instituted to emphasize secondary and industrial training for the Negro youth.

While Morgan remained a private institution until 1939, it maintained several contacts with the state. In 1891, the state designated Princess Anne as the land grant college for Negroes in Maryland and, although it received no state funds until 1914, Morgan received the Morrill Act fund allocated by the Federal Government. In 1919, Morgan received its first direct state aid and, from that time until it was taken over by the state, the college received regular sums for expenses and scholarships.

In the years from 1890-1935, Morgan made gradual progress in the direction of establishing a four-year liberal arts college; and, by the time the state assumed complete control, the college was the only institution in the state training students to teach in Negro secondary institutions.

B. *Present Status*

Today, Morgan, as a liberal arts college, stands fairly high in the ranks of Negro colleges throughout the country and in many respects has come a long way despite its many transitions. For years, until the state assumed complete control, the college was hampered by such things as overcrowded quarters, inadequate facilities, and a lack of revenue. Since 1939, however, Morgan has fared considerably better and points with obvious pride to

its new dormitories, library, dining hall, classroom building, and stadium.

Table XII
MORGAN STATE COLLEGE
CLASSROOM FACILITIES

A. As of December, 1949		B. As of September, 1950	
CLASSROOMS		CLASSROOMS	
Carnegie Hall	9	Carnegie Hall	9
Spencer Hall	4	Spencer Hall	7
Annex Hall.....	7	Annex Hall.....	7
Soper Library	2	Sopher Library†.....	0
Washington Hall.....	7	Washington Hall	0
Young Hall.....	5	Young Hall.....	5
Dust Bowl*.....	1	Dust Bowl.....	1
Morgan Christian Center†.....	3	Holmes Hall	21
	38	Morgan Christian Center.....	3
			53
C. LABORATORIES		D. LABORATORIES	
Spencer Hall	7	Spencer Hall	8
Annex Hall.....	4	Annex Hall.....	4
	11		12
TOTAL.....	49	TOTAL.....	65

*The Dust Bowl is unsuited for class work, but it is the only place at present where gym classes may be held.
†The State does not own the Morgan Christian Center, but there are three classrooms available in the building for possible use.

‡If absolutely necessary, the two rooms in the Library may be kept in use until additional space is provided.

1. Physical Facilities (See Table XII).

Morgan occupies 87 acres in northeast Baltimore at the junction of Arlington Avenue and Hillen Road. The plant consists of two old classroom and office buildings, which house classrooms and administrative offices except the President's office; a library built in 1938, which houses the library, President's office, and several classrooms; three dormitories for women; a dormitory for men; a new cafeteria dining-hall completed in 1949; a power house of recent construction; and a stadium with adjacent playing fields. A new building, Holmes Hall, containing 21 classrooms has recently been completed and will be occupied in June, 1950. Construction has begun on a gymnasium and two dormitories, one for men and one for women.

2. Curriculum.

The curriculum at Morgan College provides a typical four-year liberal arts course with opportunities for students to major in biology, chemistry, economics, English, French, health and physical education, history, home economics, mathematics, music,

sociology, and Spanish, as well as in education and music education. Of the 169 graduates in June, 1949, 76 (45% per cent) majored in some branch of education, 51 with a general academic major, 42 with a physical science major. The College has no observation or demonstration school so that all the observation and practice teaching must be done in the public schools of Baltimore City or of neighboring counties. Critic teachers are selected by the College and the public school officials and serve for one year.

In addition to preparing secondary school teachers, Morgan State College offers a program of extension courses in the evening in one of the high schools in Baltimore. These courses are designed primarily for elementary teachers who have not completed the work for their bachelor's degrees. This group usually constitutes a fourth of the enrollment during the regular year. Morgan will institute courses in psychology, business administration and fine arts in the 1950-51 school year.

3. Faculty.

The measure of any college's effectiveness remains not alone in adequate or beautiful physical facilities but, for the most part, rests in the caliber of its teaching personnel. Morgan State College has a faculty which rates very high in scholarly qualifications. In the percentage of faculty who have had major graduate preparation in the subjects they are teaching, Morgan State College rates higher than any of the state supported institutions. Again percentage-wise, Morgan has on its faculty more Doctors of Philosophy than all but one Negro college in the country. The College stands relatively high on the connections of its faculty members with learned societies. This fact is a distinct tribute to the Morgan State College faculty because it is considerably more difficult for a Negro to obtain such an opportunity than for a white person of equal eminence. The faculty of Morgan is doing a creditable job despite the increased teaching load due to the great influx of students in recent years.

4. Enrollment.

Tables XIII and XIV show enrollment figures for Morgan State College for the year 1949-50. While most of the students

Table XIII

MORGAN STATE COLLEGE

PRESENT ENROLLMENT BY RESIDENCE (September, 1949)

A. Maryland Students	<i>Men</i>	<i>Women</i>	<i>Total</i>
1. Baltimore City	489	328	817
2. Counties	90	110	200
3. Total Maryland Students	579	438	1,017 (66.6%)
B. Out-of-State Students:			
1. Alabama	9	2	11
2. Arkansas	2	1	3
3. California	—	1	1
4. Colorado	1	—	1
5. Connecticut	7	3	10
6. Delaware	8	8	16
7. Florida	1	6	7
8. Georgia	2	2	4
9. Illinois	4	—	4
10. Kentucky	1	—	1
11. Louisiana	3	1	4
12. Massachusetts	2	1	3
13. Michigan	1	2	3
14. Mississippi	—	2	2
15. Missouri	1	1	2
16. New Jersey	51	31	82
17. New York	33	28	61
18. North Carolina	21	12	33
19. Ohio	1	3	4
20. Pennsylvania	59	38	97
21. Rhode Island	3	—	3
22. South Carolina	3	5	8
23. Tennessee	3	2	5
24. Texas	3	1	4
25. Virginia	45	37	82
26. West Virginia	4	2	6
27. District of Columbia	23	18	41
28. Bermuda	—	1	1
29. British West Indies	4	—	4
30. Sierra Leone, Africa	1	—	1
31. Liberia	—	1	1
32. Puerto Rico	3	—	3
33. Virgin Islands	3	—	3
Total Out-of-State	302	209	511 (33.4%)
C. Grand Totals	881	647	1,528 (100%)

Table XIV
MORGAN STATE COLLEGE
DORMITORY ENROLLMENT BY RESIDENCE (September, 1949)

A. Maryland Students	<i>Men</i>	<i>Women</i>	<i>Total</i>
1. Baltimore City	—	—	—
2. Counties	37	82	119
B. Out-of-State Students			
1. Alabama	1	2	3
2. Arkansas	1	1	2
3. Connecticut	2	2	4
4. Delaware	2	5	7
5. Florida	—	4	4
6. Georgia	1	—	1
7. Illinois	1	—	1
8. Louisiana	1	1	2
9. Michigan	1	1	2
10. Mississippi	—	1	1
11. Missouri	—	1	1
12. New Jersey	28	19	47
13. New York	22	22	44
14. North Carolina	8	6	14
15. Ohio	1	2	3
16. Pennsylvania	23	27	50
17. South Carolina	—	3	3
18. Tennessee	—	1	1
19. Texas	1	—	1
20. Virginia	19	24	43
21. West Virginia	3	1	4
22. District of Columbia	9	10	19
23. Bermuda	—	1	1
24. British West Indies	4	—	4
25. Sierra Leone, Africa	1	—	1
26. Liberia	—	1	1
27. Puerto Rico	2	—	2
28. Virgin Islands	3	—	3
Total Out-of-State	134	135	269
C. Total Dormitory Enrollment	171*	217†	328

*Normal capacity of existing dormitory facilities for men at Morgan, with two students per room, is 90.

†Normal capacity of existing dormitory facilities for women at Morgan, with two students per room, is 160.

come from Maryland (46% from the City of Baltimore and 20% from the counties), more than one-third of the student body comes from 26 other states, the District of Columbia, and six countries outside of the United States. The total enrollment, as of September, 1949, was 1,528 of which number 881 were men and 647 were women.

C. Recommendations of the Commission in Relation to Morgan State College

1. The Commission feels that, while the work now being carried on by Morgan State College is of generally high

caliber, there is need for added improvement in certain fields of study.

2. That the undergraduate curriculum be expanded in those major fields of study which it does not already offer.
3. That as many courses leading to the master's degree as possible be instituted at Morgan State College, these to include subjects such as education, English and other social sciences, etc., and ultimately the physical sciences. Provision should be made to offer these courses at the convenience of public school teachers and others.
4. That the out-of-state enrollment at Morgan be substantially reduced or curtailed should additional dormitory facilities be necessary to accommodate such students and/or should proper accommodations be not available to qualified Maryland students who shall apply.

CHAPTER VII

BOWIE STATE TEACHERS COLLEGE

A. *History*

Bowie State Teachers College, situated in Prince Georges County between Washington and Baltimore, is under the administration and support of the State Department of Education. The College is operated for the primary purpose of training teachers for the Negro elementary schools in the counties.

This institution had its beginning around 1867 as part of the old Baltimore Normal School, which was established in that city under private auspices. Taken over by the state in 1908, it was moved to its present location and designated as the Maryland State Normal and Industrial School. Prior to that time, there had been no state supported institution training Negro teachers.

From its beginning until 1925, the school operated entirely on an elementary and secondary level, at which time a two-year normal course was established. All high school work was discontinued in 1928, and by 1932 a three-year curriculum was offered. The College expanded its curriculum to a four-year course in 1938 and granted B.S. degrees in education for the first time in 1942.

Bowie State Teachers College is accredited by the State Department of Education and recently by the American Association of Teachers Colleges but not by the Middle States Association of Colleges and Secondary Schools.

B. *Present Status*

Bowie State Teachers College is housed in several buildings which, while of excellent construction, are not adequate for the needs of the College. The plant consists of 187 acres of land, on which are situated: an administration and classroom building which houses offices, a library, and classrooms for both the College and the elementary demonstration school (on the top floor of this building are cramped living quarters for men students), a girls' dormitory of excellent type and construction, which is moderately overcrowded; a cafeteria-dining room and kitchen; and a combination auditorium-gymnasium. The enrollment for the year 1949-50 was 206 students, all of whom were from Mary-

land, including 10 from the City of Baltimore. There is no tuition charge for Maryland students; the annual charge for room, board and laundry is \$190.

The work now being carried on at Bowie is of a generally high caliber and comparable with that offered at other teachers colleges in the state. The school is fortunate in having a good faculty and those in charge of the College are energetically engaged in improving the quality of the opportunities available. A small stock farm is maintained as a demonstration of the importance of agriculture to the economic status of the rural Negro. A well rounded program of extra-curricular activities is provided by the College.

CHAPTER VIII

THE CONTROL AND SUPERVISION OF STATE SUPPORTED HIGHER EDUCATION IN MARYLAND

Mention has been made earlier in this report with respect to the pressing need for a more highly or more uniformly coordinated approach to the administration of higher education in Maryland. The practice, whereby an institution receives public fund appropriations not necessarily on the basis of its needs, is not by any means restricted to Maryland. At the same time, such a condition leaves much to be desired, both from a practical and economic standpoint.

In order to curtail this method of procurement of appropriations, a number of states (17 in all) have established centralized boards of control which supervise all higher education in the state and determine the policies and needs of each state supported institution. The appropriation of funds for higher education is made on the basis of the recommendations of such an overall board.

This tendency toward centralization of functions that has taken place in state supported education in recent years has, in many states, run into conflict with long established practice in the control of institutions of higher learning. Generally speaking, educators have held strictly to the opinion that it is only when an institution is free to direct its own affairs that a successful educational program can be maintained. While the Commission firmly agrees with such a premise, the solution does not seem to lie in the complete abandonment of centralized control, but rather in a more free-working supervision of public expenditures at each institution affected. If the state is to support higher education, surely it has the prerogative to say how its money should be allotted. In any discussion of this question it may be well to remember that the time is not far distant when many other private educational institutions will be looking to the state for financial aid. The increasing financial difficulties, which are facing all private institutions, demand added consideration of such conditions.¹

Somewhere along this ever growing line of state responsibility, there must be established a governing body which would be expert

¹Annual appropriations to colleges in Maryland are listed on page 57 of the Appendix.

in the problems of higher education and could properly exercise a considerable measure of control over the institutions affected. In order to achieve uniform supervision of expenditures for higher education in the state, the Commission strongly recommends the establishment of an advisory board of state higher education.

Before making any specific reference to such an overall board, it would be wise to consider the various solutions to the problem of coordinating state expenditures for Higher Education in Maryland. They are:

1. The establishment of a single overall board of state higher education which would have direct administrative supervision as well as policy-making powers over all state supported (and state aided) institutions. Such a board would require the elimination of the existing boards of Morgan State College and the University of Maryland, but certain members of those boards could serve on the new body and each institution retain its own president. The board would consist of from nine to fifteen members with an eminent educator, who would serve as paid chancellor or chairman of the board.
2. The establishment of two separate boards, one to supervise all Negro higher education and the other all white higher education. These boards would have administrative as well as policy-making powers. Such an arrangement would necessitate the transfer of Maryland State College from the University of Maryland to the board of Negro higher education or allow for its abandonment. For the time being, the position of the State Department of Education would not be affected.
3. The establishment of an advisory commission on state higher education which would study Maryland's higher education the year round and make constructive recommendations to the state's legislature. The board would have policy-making powers but would not exercise administrative authority over the existing boards of institutions affected. This board would consist of from nine to fifteen members with an eminent educator as its chancellor, and would have representatives from the Negro people.

With relation to Maryland's present problems in the field of Negro Higher Education, the Commission recommends:

That an advisory commission of not less than nine members be appointed by the Governor of Maryland to make a continuous study of the higher education in Maryland. This commission should serve as a policy-making body and would not encroach upon the full administrative powers of the existing Board of Regents of the University of Maryland and of the Board of Trustees of Morgan State College. This advisory Commission should be instituted with the expectation that it would ultimately lead to a single board for all state supported higher education (except state teachers colleges) with full administrative authority.

CHAPTER IX

CONCLUSION

In making a survey such as this, it would be quite impossible to isolate each individual issue and its subsequent ramifications from all the other problems arising in other phases of Maryland's higher educational picture. Most of the issues affecting Morgan, for instance, are of vital interest and importance to the other Negro institutions in the state, as well as the majority of Negro students entering or in college. In dealing with Morgan, therefore, it must be kept in mind that the recommendations of the Commission regarding that institution will also affect and be contingent upon the resolution of other issues. The successful resolution of Maryland's problems concerning Negro Higher Education cannot be achieved by attempting to separate the issues one from another and only then to answer them. Rather, it must result in a coordinated approach to all the existing problems with the aim not of forwarding one phase far ahead of the other, but of forwarding all of them together. Without such coordinated approach, we can expect little, if anything, to be achieved.

CHAPTER X

MINORITY REPORT

Submitted by MRS. JOHN M. ANDREWS

With the exception of the questions considered in this minority report, I am in substantial agreement with the foregoing conclusions of this Commission.

In its study of the Maryland State College at Princess Anne, the Commission expresses some doubt as to whether there exists a real need for a Negro college on the Eastern Shore. With 44% of Maryland's rural Negro population concentrated in that area, there seems little basis for such doubt.

The Commission has also pointed out that the facilities at Princess Anne are "woefully inadequate" and at the same time "deplores the expenditure of money to make up for its deficiencies." In their recommendation concerning Princess Anne, they ask that no further capital outlay be expended at that institution.

It would be well for those who proclaim the inadequacies of Maryland State College to bear in mind that it takes time and money to build a college. A period of three or four years operation with adequate funds and proper organization is hardly sufficient time to set a standard on which to base final judgment. The achievements realized in the past three years have been quite commendable. In view of this, the Commission's conclusion concerning the Maryland State College hardly seems justifiable.

With relation to Maryland State College at Princess Anne, I recommend the following:

1. That because there exists a real need for a Negro college on the Eastern Shore of Maryland, the Maryland State College at Princess Anne should be continued.
2. That additional appropriations be made to continue the growth and development of the Maryland State College and that financial aid for improvement and expansion should not be withheld from that institution.
3. That the college should remain, as at present, under the support and jurisdiction of the University of Maryland and its present organization continued.

Mention is made in the report of the Commission of the need for a more highly coordinated approach to the administration of state supported higher education in Maryland. The success of the State Department of Education in the training and certification of both white and Negro elementary school teachers clearly indicates the value of a program designed to eliminate overlapping and conflicting administrations. It is my firm belief that provision of equal educational opportunities for both white and Negro will not be fully realized until the control of the planning and directing of state supported higher education is centralized within one governing body.

I strongly recommend, therefore, that the University of Maryland be considered in the future for the role of coordinating all state supported higher education, both for white and Negro, with the exception of the training of elementary schools teachers which is being handled by the State Department of Education.

For the present I further strongly recommend that a survey be made by unbiased, outside, qualified, educational experts as to their opinions of the quality of educational subject matter being taught at both Morgan State College and Maryland State College at Princess Anne, so that any future advisory board or commission of Maryland citizens would have available technical educational knowledge upon which to base their opinion. The last survey was made during war years and many things have changed since then.

CHAPTER XI

MINORITY REPORT

Submitted by D. O. W. HOLMES

The Commission appointed to study the problems of the higher education of Negroes in Maryland, in submitting its report, has made six specific recommendations. As a member of that Commission, I regret to say that I dissent from three of these. I consider it my duty, therefore, to submit this minority report because of my long experience in dealing with problems involving race adjustments, and particularly during the past thirteen years in Maryland, warns me that the recommendations to which I object, if carried out, will hinder rather than promote the progress of Negro higher education in the State of Maryland. My objections with justifications follow.

A. Out-of-State Scholarships—Recommendation No. 3

The majority recommendation is that the out-of-State scholarships be discontinued except for undergraduate study, provision being made, however, to continue aid for those students who have already matriculated at some college outside of Maryland. I agree that these scholarships should be discontinued but the discrimination in favor of undergraduates is not supported by educational logic but by the desire to exclude undergraduates from the campus of the University of Maryland at College Park.

The so-called Gaines decision of the Supreme Court of the United States rendered in 1938 outlawed the substitution of these scholarships for the right to equal accommodation in educational facilities provided by the State. This decision, in effect, interpreted such scholarships as bribes, which of course they are. Hence, I am of the opinion that the exception made in favor of undergraduates should be excluded from the recommendation dealing with these scholarships. Either an undergraduate student should be accommodated at the University of Maryland or the courses desired should be offered at Morgan State College.

B. Maryland State College at Princess Anne—Recommendation No. 5

The fifth recommendation of the majority of the Commission makes three provisions: (1) that Maryland State College at Princess Anne be continued as before under the administration of the Board of Regents of the University of Maryland; and (2)

that no further buildings be constructed at that institution; and (3) that the question of its final disposition be placed in the hands of an "Advisory Committee" establishment of which is provided for in the final recommendation of the majority of the Commission.

I find myself unable to concur in this recommendation for the following reasons:

1. The Recommendation is Inconsistent with the Findings.

The Commission has set forth its findings in the body of the report under Section 7 entitled, "Maryland State College at Princess Anne." There it makes a scathing criticism of that unfortunate institution which agrees with the findings of all former surveys which included this college. Note these quotations taken from the comments of this Commission itself.

"The Commission deplores the expenditure of public funds for an institution which has not and cannot effectively serve the best interests of the Negro students of Maryland. It seems unfortunate that such a school was expanded for the relative handful of students at the expense of Morgan State College which could have used the money to far better advantage and benefited a far greater number of students."

Thinking of the extravagance of such an enterprise with little or no justification, the report continues:

"With the highest cost per student in the State, (See Table XI), Princess Anne has the highest percentage of out-of-State students, a situation that can hardly be called practical or economical."

The figures shown in one of the tables given in this report shows for 1950 the amount appropriated from General Funds (funds derived from taxes) for the education of each student at Princess Anne was \$1,051 and for each student at Morgan \$397. The Commission deplores what the State is getting for this extravagant expenditure in these words:

"Even with the expenditures of such vast sums of money, the facilities at Princess Anne are woefully inadequate for the needs of a land-grant college."

As the Commission saw and pondered the situation it questioned the need for such a college at all, a doubt expressed as follows:

"It must be noted here that there is some doubt on the part of the Commission as to whether there exists a real need of a Negro land-grant college in Maryland. Too few people, it seems, realize that there is a steady trend away from agricultural pursuits on the part of Negro students. Is it not significant that of the 409 students at Princess Anne, only 28 are taking courses even remotely concerned with agriculture?"

These quotations taken from the body of the report indicate what the Commission actually thinks of Princess Anne after a visit, a first-hand study, and lengthy discussions of its possibilities.

But, in spite of these findings the Commission actually recommends the continuance of the school under the same auspices, as though fearful of making the obviously proper recommendation, namely, that it be discontinued and its students be transferred to Morgan State College. It should certainly be clear to the Commission that to leave Maryland State College under the administration of the Board of Regents of the University of Maryland will furnish to the administration of that institution just the springboard needed to validate the expenditure of over two million dollars already planned despite the Commission's recommendation that no further capital expenditures be made at Princess Anne for the construction of new buildings or additions to old ones.

Since the Commission's real opinion is as the above quotations indicate, the logical recommendation should have been that the work of Maryland State College be transferred to Morgan State College. But for some mysterious reason it refused to do so and, avoiding its responsibility completely, recommended that the future disposition of that college be passed on to still another "Commission" yet to be appointed. The refusal of the Commission to give a definitive recommendation is even more deplorable when it is realized that the main reason for its appointment was to obtain from it a decision on this very point.

2. No Need for both Morgan and Princess Anne

My second reason for dissenting from this weak and indecisive recommendation is that there is no need for the State of Maryland to attempt to build and maintain two colleges for Negroes. If the State is to meet its legal requirements in providing educational facilities for its Negro citizens at the higher levels, it should spend all the money available on the development of one college of the first class, a duty in which it falls far short at the present time. In education, two colleges of substandard efficiency can never make one good college. According to decisions of the courts a state's offerings to its Negro citizens must be genuinely equal to those available to white citizens, must be available now, and must be available within the State. The attempt to develop Princess Anne does nothing but retard the development of Morgan. For surely nobody expects to see the State of Maryland

appropriate enough money to develop two Negro colleges of the first class. The implications of this problem are of such a serious nature that neither personal ambitions nor local pride should be allowed to affect the final decision. There is no reason to believe that another commission can escape whatever spell it is that has prevented this commission from completing its assignment. In this connection it should be noted that with its wider range of activities and its large enrollment, there is no demand for two state universities, one on the Eastern Shore and one on the Western. Why then is there justification for such a plea in the case of Princess Anne?

C. No Need for Advisory Commission with Instructions to Unify the Control of Morgan and the University of Maryland

The sixth recommendation of the Commission provides for the creation of a new commission, to be advisory in nature, to make a continuous study of higher education in Maryland. It contains this proviso. This Commission "Shall not encroach upon the full administrative powers of the Board of Regents of the University of Maryland or of the Board of Trustees of Morgan State College." The sinister and dangerous feature of this recommendation, however, is found in the last sentence which reads as follows:

"This advisory commission shall be instituted with the understanding that it will ultimately lead to an overall board for all state-supported higher education, with full administrative authority."

A later amendment, I believe, excluded the State Teachers Colleges.

My objection to this recommendation is that it seems designed to accomplish in a roundabout way what the administration of the University of Maryland has been trying unsuccessfully to do ever since Morgan became a State institution, namely, to take over the management of Morgan State College; a procedure that would be an undeserved insult to Morgan's Board and one that would be deeply resented by the Negro people.

Nothing whatever has developed in the discussion of the Commission to suggest that the Board of Trustees of Morgan State College has failed, in any manner, in performing its duty. From a weak independent institution in 1938 the Board of Trustees with limited funds has transformed it in 12 years into a college with real academic standing in spite of the distractions accompanying the dislocations and hinderances of six years of war. That Board has been making a continuous study of the problems

of the higher education of Negroes in Maryland and has been rather successfully solving them so far as possible with limited appropriations. "Why then," the Commission has been asked, "should this Board of Trustees be dismissed and the management of Morgan State College turned over to another board whose main responsibility must of necessity be the University of Maryland whose management alone should take the energies of any Board?" Since it is obvious that the proposed board would necessarily be under the domination of the President of the University of Maryland whose main interests would be absorbed there, "Why should the Morgan Board be liquidated?" To this question, asked frequently to members of this Commission, the reply has always been vaguely stated that it would be in the best interests of Morgan State College without giving any specific reasons why that should be so.

The sad record, on the other hand, of the administration of Princess Anne under the Board of Regents of the University of Maryland, until stung by the scathing criticisms of the report of the Marbury Commission, is fresh in the minds of every person in Maryland interested in the education of the Negro. The Negro people especially deplore any attempt to see the destinies of Morgan entrusted to that same care.

The Commission asked the opinion of outside, and hence neutral, experts about the advisability of placing Morgan under the same board as the University. Both Dr. John Dale Russell of the U. S. Office of Education, Chief of the Division of Higher Education, and also Dr. Ambrose Caliver, who heads the Division on Negro Education in the same organization, emphatically condemned such a proposal.

The Marbury report (p. 300, last paragraph) makes this significant statement on this point. "This experience (Referring to the Administration of Princess Anne by the Board of Regents of the University) with the present arrangement leads to the conclusion that the control of a Negro land-grant college by a Board of Regents whose main interest is in a State university for white students is not likely to result in satisfactory facilities for Negro students."

When Morgan State College was first incorporated in the educational system of the State, Governor O'Connor intended that it should be governed by an independent Board and continued to implement that intention during his term of office.

The present chief executive of the State, Governor Lane, has also expressed his desire that Morgan should remain independent of the University of Maryland, the latest occasion being on June 5, 1950 at which time he said:

"Since Morgan College has been a part of the State's educational system, it has been managed and operated for the most part by Negro people.

"Under this management and operation, its progress has been eminently satisfactory. As Governor, I have endeavored to cooperate in this progress.

"I would like, briefly, to review the more recent record of this progress, and to say, since the college is devoted solely to the interests of the Negro population, it is only reasonable that its control should remain in their hands, and that they also retain the right to present the needs of the institution directly to the Governor of the State."

Rarely, if at all, through the South or where the dual system prevails do we find the state college for Negroes governed by the Board of the State University.

Yet, in spite of all the evidence to the contrary, this Commission recommends a two-step scheme to place Morgan State College, with all its good record of accomplishment, under the same board as the University with its poor record as concerns the education of Negroes.

The only person who made this original recommendation before the Commission was the President of the University of Maryland. He, of course, was perfectly consistent in that he has been advocating the same thing ever since Morgan has been a state college. In fact he opposed its purchase in the first place.

SUMMARY

On these three recommendations mentioned, therefore, I strongly differ from my colleagues on the Commission. My opinions are:

1. That no new state scholarships should be granted to anybody (Recommendation 3).
2. That the work of Maryland State College at Princess Anne should be placed under the jurisdiction of the Board of Trustees of Morgan State College (Recommendation 5).

3. That no advisory board of any kind is needed and hence none should be appointed. And, even should such a board be appointed it should not be instructed to recommend that Morgan and the University be placed under the same board (Recommendation 6).

Respectfully submitted,

D. O. W. HOLMES

APPENDIX

ANNUAL OPERATION COST OF COPPIN TEACHERS COLLEGE

Dr. Chapman's Report:*

Expenditures, Coppin Teachers College, 1947-48†	
General Control	\$ 1,473.48
Instruction	
Salaries of supervisors.....	6,581.00
Salaries of principal and teachers.....	33,402.40
Textbooks	870.19
School library books.....	154.77
Educational supplies.....	248.10
Other expenses.....	2,481.10
Promotion of health.....	800.70
Operation of plant.....	291.26
Maintenance of plant.....	379.86
Fixed charges	(none)
<hr/>	
Total.....	\$46,682.86

*Dr. Chapman's report was received through request by letter December 9, 1949.

†Figures for 1948-49 not available at this time but operating expenses do not differ widely from year to year.

ESTIMATED COST OF OPERATING A TEACHER TRAINING UNIT AT MORGAN STATE COLLEGE

Dr. Jenkins' Report:*

11 Instructors (including Director of Elementary Education)....	\$ 50,500
1 Librarian	3,000
1 Stenographer	2,000
1 Janitor.....	1,500
Payment of practice teachers.....	3,000
Equipment and supplies.....	1,000
Library books and periodicals.....	1,000
Heat, light, etc.....	2,000
Travel and transportation.....	4,000
<hr/>	
Total.....	\$ 68,000†

Estimated Capital Outlay

Additional academic classrooms.....	\$250,000
Library books and periodicals.....	10,000
Equipment	10,000
Science laboratories	0
Auditorium	0
Dining Hall	0
Gymnasium	0
Dormitory	0
<hr/>	
Total.....	\$270,000

*Dr. Jenkins' report was received December 17, 1949 in answer to a request made by Dr. Weglein at a meeting of the Commission at Morgan on December 13, 1949.

†The merger of Coppin Teachers College with Morgan State College as proposed by this Commission would not require all the appropriations listed in Dr. Jenkins' report.

ESTIMATED COST TO TRANSFER COPPIN TEACHERS COLLEGE TO BOWIE STATE TEACHERS COLLEGE

Dr. Pullen's Report:*

Instructional staff		
5 Instructors	@ \$4,500.....	\$22,500
10 Critic teachers	@ 50.....	500
Non-instructional staff		
1 Senior stenographer	.....	2,200
1 Cleaner	.....	1,000
1 Kitchen helper	.....	1,300
1 Assistant cook	.....	1,600
Operating Expenses		
Office supplies, etc.	.....	1,500
Educational supplies	.....	2,500
Office equipment, etc.	.....	1,200
Educational equipment	.....	2,000
Food, etc.	.....	9,000

Total estimated cost to State to transfer Coppin Teachers College to State Teachers College at Bowie, and is based on present enrollment at Coppin Teachers College of 198; assuming 100 to be boarding and 98 to be day students.....\$45,300

*This information received December 20, 1949.

STATISTICS ON RACIAL POPULATION IN THE STATE OF MARYLAND

Since the early days of the State's history Maryland has had a relatively large Negro population. In 1790, the year in which the first Federal Census was taken, Maryland had a total population of 319,728. Of this number, 208,649, or 65.3 per cent, were white and 111,079 or 37.7 per cent, were Negro. The Negro percentage of the total population gradually increased from 1790 to 1810, when it reached its maximum proportion of 38.2 per cent. Since that time it has steadily decreased, decade by decade, until in 1940 the Negro population comprised but 16.6 per cent of the total. The racial composition of the State's population for each census year from 1890 to 1940, inclusive, is presented in the following tables:

Population of Maryland by Races 1890-1950

Year	Total Population	White	Per Cent	Negro	Per Cent
		**	**	**	**
1950	2,329,263*				
1940	1,821,244	1,518,481	83.4	301,931	16.6
1930	1,631,526	1,354,226	83.0	276,379	16.9
1920	1,449,661	1,204,737	83.1	244,479	16.9
1910	1,295,346	1,062,639	82.0	232,250	17.9
1900	1,888,044	952,424	80.2	235,064	19.8
1890	1,042,390	826,493	79.3	215,657	20.7

Population of Baltimore by Races 1890-1950

Year	Population	White	Per Cent	Negro	Per Cent
1950	941,809*	764,387*	81.2*	177,422*	18.8*
1940	859,000	692,704	80.6	165,843	19.3
1930	804,874	662,168	82.3	142,106	17.7
1920	733,826	625,130	85.2	108,322	14.8
1910	558,485	473,387	84.8	84,749	15.2
1900	508,957	429,218	84.3	79,258	15.6
1890	434,439	367,143	84.5	67,104	15.4

*Statistics for the 1950 Census had not been released at the time of this writing (July, 1950). The figures above represent preliminary estimates made by the Census Bureau in Baltimore. The U. S. Census Bureau reports that sample estimates for Baltimore City should be ready by the end of 1950, and that corresponding data for the State of Maryland should be available by March, 1951.

**Data not available.

**Percentage of Negroes in the Population of the Counties of Maryland, by
Decades: 1890-1940**

<i>Division and County</i>	<i>1940</i>	<i>1930</i>	<i>1920</i>	<i>1910</i>	<i>1900</i>	<i>1890</i>
Maryland	16.6	16.9	16.9	17.9	19.8	20.7
Baltimore City	19.3	17.7	14.8	15.2	15.6	15.4
<i>North Central Md.</i>	8.5	10.8	13.2	13.4	15.9	17.2
Baltimore	6.7	9.4	12.2	10.3	12.8	14.0
Carroll	5.3	4.9	5.1	5.9	6.3	6.6
Frederick	8.2	8.7	9.1	10.3	11.6	13.2
Harford	11.4	12.7	15.7	18.3	20.7	22.0
Howard	16.3	20.2	22.1	23.4	26.4	25.3
Montgomery	10.6	16.8	23.7	28.8	33.0	35.6
<i>Eastern Shore</i>	25.2	26.0	28.3	29.5	31.1	31.9
Caroline	19.6	21.6	23.8	24.9	26.1	27.4
Cecil	8.9	10.0	12.3	14.0	15.4	15.4
Dorchester	28.9	29.2	31.3	32.9	33.9	35.1
Kent	30.1	31.2	34.9	36.3	39.6	39.0
Queen Anne's	30.0	30.1	32.2	34.5	34.7	35.5
Somerset	33.7	34.7	36.1	35.8	36.8	39.4
Talbot	30.5	32.0	33.7	34.5	36.7	37.9
Wicomico	21.7	21.6	22.7	23.5	25.5	26.1
Worcester	31.4	31.0	32.4	32.2	32.9	34.1
<i>Southern Md.</i>	25.3	29.8	34.5	39.0	44.0	46.1
Anne Arundel	26.0	27.1	30.9	35.7	38.8	42.6
Calvert	46.5	47.4	49.1	48.9	50.3	51.4
Charles	41.0	46.3	46.4	52.3	54.6	53.6
Prince Georges	18.1	23.3	27.8	31.8	40.1	43.0
St. Marys	32.3	36.8	40.0	42.9	48.1	48.5
<i>Western Md.</i>	1.7	2.1	2.8	2.8	3.7	4.3
Allegany	1.5	1.8	2.6	2.4	3.1	3.4
Garrett	*	0.1	0.2	0.5	0.7	1.3
Washington	2.6	3.1	3.8	4.3	5.5	6.3

*Less than 0.1 Per Cent.

This information compiled from the publication of U. S. Bureau of Census and the Report of the Governor's Commission on Problems Affecting the Negro Population.

**Negro Population of Maryland by Counties
1890-1940**

	<i>Division and County</i>					
	<i>1940</i>	<i>1930</i>	<i>1920</i>	<i>1910</i>	<i>1900</i>	<i>1890</i>
Maryland	301,931	276,379	244,479	232,250	235,064	215,657
Baltimore City	165,843	142,106	108,322	84,749	79,258	67,104
<i>North Central Md.</i>	32,953	33,798	31,985	38,129	40,086	39,062
Baltimore Co.	10,504	11,764	9,099	12,601	11,618	10,230
Carroll	2,078	1,762	1,734	2,006	2,143	2,133
Frederick	4,697	4,713	4,764	5,399	6,012	6,528
Harford	3,981	4,023	4,604	5,116	5,854	6,376
Howard	2,804	3,270	3,502	3,772	4,405	4,110
Montgomery	8,889	8,266	8,282	9,235	10,054	9,685
<i>Eastern Shore</i>	49,217	50,434	55,157	59,084	61,038	58,783
Caroline	3,442	3,677	4,445	4,787	4,237	3,811
Cecil	2,347	2,595	2,908	3,315	3,805	3,978
Dorchester	8,086	7,830	8,719	9,421	9,484	8,709
Kent	4,057	4,437	5,246	6,162	7,442	6,807
Queen Anne's	4,346	4,379	5,154	5,814	6,372	6,557
Somerset	7,061	8,111	8,889	9,476	9,535	9,505
Talbot	5,732	5,934	6,165	6,774	7,466	7,483
Wicomico	7,477	6,750	6,407	6,310	5,828	5,199
Worcester	6,669	6,712	7,224	7,025	6,871	6,734
<i>Southern Md.</i>	50,819	46,553	44,903	46,551	50,399	46,585
Anne Arundel	17,763	14,927	13,411	14,136	15,367	14,509
Calvert	4,880	4,519	4,789	5,046	5,143	5,064
Charles	7,228	7,492	8,210	8,572	9,648	8,136
Prince Georges	16,224	14,023	12,056	11,493	11,985	11,210
St. Marys	4,728	5,592	6,437	7,304	8,256	7,666
<i>Western Md.</i>	3,099	3,488	4,112	3,737	4,283	4,123
Allegany	1,320	1,454	1,825	1,517	1,669	1,431
Garrett	5	24	45	107	126	185
Washington	1,774	2,010	2,242	2,113	2,488	2,507

GENERAL FUND APPROPRIATIONS

<i>Year</i>	<i>Bowie State Teachers College</i>	<i>Maryland State College</i>	<i>Morgan State College</i>	<i>University of Maryland</i>
1939	\$ 58,325	\$ *	\$ 60,000	\$3,364,165
1940	58,025	*	60,000	3,364,165
1941	66,025	25,983	198,900	3,614,702
1942	66,025	25,983	198,900	3,614,702
1943	72,425	25,983	214,541	3,831,624
1944	72,425	25,983	214,663	3,831,624
1945	101,449	33,183	280,279	4,255,397
1946	102,498	33,183	301,688	4,266,010
1947	153,275	43,643	592,885	2,478,000
1948	157,250	43,991	602,464	2,531,094
1949	192,247	429,768	965,219	5,278,817
1950	215,046	429,768	1,056,297	5,278,817

*Not classified and included in a blanket appropriation to the University of Maryland.

CAPITAL OUTLAY APPROPRIATIONS*

<i>Year</i>	<i>Bowie State Teachers College</i>	<i>Maryland State College</i>	<i>Morgan State College</i>	<i>University of Maryland</i>
1939	\$ 30,000	\$ 35,000	\$ 122,000	\$ 165,000
1947	42,000	587,000	1,491,000	3,780,000
1949	750,000	865,000	1,669,170	2,762,000

*There were no other appropriations for capital outlay at the above colleges during the period from 1939 through 1950.

STATE COMMISSIONS ON EDUCATION WITH REFERENCE TO
MARYLAND STATE COLLEGE

- 1908 (Ch. 367)—THE COMMISSION ON INDUSTRIAL EDUCATION
Recommendation: Establishment of "a training school for colored teachers." (A circular letter was sent to R. W. Silvester, president of the Maryland Agricultural College, who answered that the Maryland Agricultural College "supervises the work" of Princess Anne Academy "within requirements of the law.")
- 1914 (Ch. 844)—MARYLAND EDUCATIONAL SURVEY COMMISSION
(Primarily a study of public education conducted by Abraham Flexner)
Observation: Princess Anne Academy is the "only other institution within the state, besides the Maryland Normal and Industrial School/Bowie/ and the Baltimore High School/Douglass/, that attempts to prepare elementary colored teachers." It is "readily accessible, and in position to exert a good influence upon the public schools of that section" (i.e., the Eastern Shore).
- 1921—COMMISSION TO REPORT TO GOVERNOR RITCHIE
(Nothing is stated on Princess Anne Academy either in connection with the University of Maryland or Morgan College.)
- 1924 (J. Res. No. 8)—INTERRACIAL COMMISSION (Composed of 13 whites and 8 Negroes)
Recommendation: (1) Equal pay for state teachers; (2) Increased appropriations to Morgan College and the establishment of an "institution of higher learning for colored people around Morgan College as a nucleus, offering a curricular equivalent in quality to similar curriculum offered by the University of Maryland."
- 1929 (Ch. 56)—MARYLAND COMMISSION ON HIGHER EDUCATION
Recommendation: (1) That Princess Anne Academy "be placed on an effective basis to afford vocational training properly balanced by liberal arts"; (2) That "some settlement be made with Morgan College respecting its interests in the property"; (3) That "some additional appropriation is necessary in order that the institution be placed upon a more adequate basis."
- 1935 (Ch. 92)—COMMISSION ON HIGHER EDUCATION OF NEGROES
Observation: "Princess Anne Academy had far better be abandoned altogether than continue its present pretense as a college. . . . In its present condition it is no credit to the State." (This observation is listed under a section of the report entitled "Inadequacy for Higher Education for Negroes in Maryland.")
- 1937 (Ch. 506)—MARYLAND COMMISSION ON SCHOLARSHIPS FOR NEGROES
Recommendation: (1) Establishment of a bi-racial Board of Regents of Negro Higher Education corresponding in powers to Board of Regents of the University of Maryland, to include Princess Anne College and the administration of Negro out-of-state scholarships; (2) That Morgan College be made a state college; (3) That \$55,000 for each year of 1937 and 1938 be appropriated for scholarships.
- 1941—MARYLAND STATE SCHOOL SURVEY COMMISSION
(Reported to Governor Herbert R. O'Connor in 1941.)
The Commission was primarily concerned with teacher training and elementary and secondary education and was "not informed as to the provisions that the State has made for the education of high school teachers at the University of Maryland and its branch for Negro students at Princess Anne or, through State aid, in other institutions."
- 1945 (Ch. 716)—MARYLAND COMMISSION ON HIGHER EDUCATION
(Frequently referred to in the press as the "Marbury Report.")
Observation: Princess Anne College is "unfortunately located" and be-

cause of the "circumstances of the location . . . it can never hope to attract a student body large enough for efficient operation as a land grant college . . . and maintain a high-grade teaching staff." It is "the weakest land grant college anywhere in the United States" and control by the Board of Regents of the University of Maryland "is not likely to result in satisfactory facilities for Negro students."

Recommendations: (1) Abandonment of Princess Anne College; (2) Designation of Morgan State College as the land grant college for Negroes; (3) Development of a "system for awarding scholarships designed to help outstanding students get the education for which they are qualified."

1949—MARYLAND COMMISSION ON HIGHER EDUCATION
(Members appointed September 30, 1949)

COLLEGES AND UNIVERSITIES—ROOM AND BOARD FEES 1949-50

A Comparison

	<i>Board</i>	<i>Room</i>	<i>Total</i>
(N) Morgan State College	\$288.00	\$ 31.50	\$319.50
University of Maryland	340.00	126.00	466.00
(N) Maryland State College	225.00	36.00	261.00
(N) Atlanta University	.....	.....	432.00
(N) Delaware State College	.....	.....	315.00
(N) Dillard University (La.)	.....	.....	333.00
(N) Fisk University (Tenn.)	.....	.....	360.00
(N) Georgia State College	.....	.....	315.00
(N) Howard University (D. C.)	400.00 (a)	60.00 (a)	460.00 (a)
(N) Kentucky State College	252.00	60.00	312.00
(N) Lincoln University (Mo.)	300.00	86.50	386.50
Pennsylvania State College	400.00	200.00	600.00
(N) Shaw University (N. C.)	.....	.....	300.00 (a)
(N) Tuskegee Institute (Ala.)	.....	.....	350.00 (a)
University of Virginia.	.....	.....	480.00 (a)
(N) West Virginia State College	252.00	54.00	306.00

STATE TEACHERS COLLEGES

	<i>Board</i>	<i>Room</i>	<i>Total</i>
(N) Bowie State Teachers	.....	.....	\$171.00
Frostburg State Teachers	.....	.....	216.00
Salisbury State Teachers	.....	.....	216.00
Towson State Teachers	.....	.....	216.00
Adams State College (Colo.)	\$248.00	\$60.00	308.00
(N) Albany State Teachers (Ga.)	250.00	50.00	300.00
Arizona State Teachers (Ariz.)	339.00	72.00	411.00
Arnold State Teachers (Conn.)	.....	.....	569.00
(N) Austin Peay State Teachers (Tenn.)	290.00	75.00	365.00
Black Hills State Teachers (S. D.)	288.00	54.00	342.00
(N) Cheyney State Teachers (Pa.)	135.00	45.00	180.00
(N) Jackson State College (Miss.)	220.00	50.00	270.00
Keene Teachers College (N. H.)	.....	.....	432.00
Mass. State Teachers (Mass.)	.....	.....	380.00
(N) W. Va. State Teachers (W. Va.)	278.00	54.00	332.00

(a)—Approximated.
(N)—Negro College.

1950 APPROPRIATIONS FROM THE GENERAL FUNDS FOR STATE HIGHER EDUCATION

(Taken from the Fiscal Digest for 1950)

Private Institutions:	
Johns Hopkins	\$136,070
St. Johns College.....	63,000
Washington College	65,000
Western Maryland	64,800
Total	\$ 328,870
Junior Colleges (4):	
Total	116,000
Teachers' Colleges:	
(N) Bowie	\$187,186
Frostburg	215,462
Salisbury	226,977
Towson	480,130
Total	1,109,755
(N) Morgan State College.....	606,297
St. Mary's Seminary Junior College.....	48,263
(N) Princess Anne College.....	429,768
(N) Scholarships for Negroes.....	100,000
University of Maryland:	
Professional Schools (Baltimore)*.....	\$654,137
College of Agriculture.....	167,864
Other Expenditures	999,751
Total	1,821,752
Grand Total.....	\$4,560,705
Total funds available for Negroes†.....	\$1,363,534
Total funds available for Whites†.....	\$3,237,454

*University Hospital not included.

†Included in both is the money expended for the University of Maryland School of Law (\$40,283).

FEDERAL FUNDS APPROPRIATED TO UNIVERSITY OF MARYLAND

(From the financial report for fiscal year ended June 30, 1949)*

<i>Federal Funds and Sources</i>	<i>Detail</i>	<i>Totals</i>
ENDOWMENT INCOME from land grants		
		<i>Endowment Income</i>
38. From first Morrill fund—land-grant act of 1862	\$ 3,310	
39. From other land-grant funds.....		\$ 3,310
APPROPRIATIONS		
		<i>Appropriations</i>
FUNDS FOR INSTRUCTION AND FACILITIES:		
40. Supplementary Morrill appropriations, acts of 1890, 1907, and (Bankhead-Jones, sec. 22) 1935	\$ 75,625	
FUNDS FOR RESEARCH (Experiment Stations):		
41. Hatch-Adams funds, acts of 1887, 1906.....	29,867	
42. Purnell funds, act of 1925.....	59,979	
43. Bankhead-Jones funds, act of 1935.....	35,303	
44. Flannagan-Hope funds, act of 1947.....	40,821	
FUNDS FOR COOPERATIVE EXTENSION:		
45. Smith-Lever funds, acts of 1914.....	63,064	
46. Capper-Ketcham funds, act of 1928.....	26,453	
47. Bankhead-Jones funds, act of 1935.....	108,235	
48. Additional cooperative funds, act of 1939....		
49. Bankhead-Flannagan funds, act of 1945.....	86,234	
50. Flannagan-Hope funds, act of 1947.....	34,814	
51. Other agricultural funds.....		
SUBTOTAL, items 40-51.....	560,395	

*Obtained from U. S. Office of Education.

<i>(Continued)</i>		<i>Detail</i>	<i>Totals</i>
ALL OTHER FEDERAL FUNDS:			
52. Funds from V.A. for student fees.....		2,387,810	
53. Federal grants for research (other than agricultural research in items 41-44).....		.....
54. Other federal grants (army, navy, public health programs, etc.).....		230,800	\$3,179,005
GRAND TOTAL			\$3,182,315
FEDERAL FUNDS APPROPRIATED TO MARYLAND STATE COLLEGE (From the financial report for fiscal year ended June 30, 1949)*			
<i>Federal Funds and Sources</i>		<i>Detail</i>	<i>Totals</i>
ENDOWMENT INCOME from land grants		<i>Endowment Income</i>	
38. From first Morrill fund—land-grant act of 1862		\$	
39. From other land-grant funds.....			\$
APPROPRIATIONS		<i>Appropriations</i>	
FUNDS FOR INSTRUCTION AND FACILITIES:			
40. Supplementary Morrill appropriations, acts of 1890, 1907, and (Bankhead-Jones, sec. 22) 1935		\$15,161	
FUNDS FOR RESEARCH (Experiment Stations):			
41. Hatch-Adams funds, act of 1887, 1906.....		.....
42. Purnell funds, act of 1925.....		.....
43. Bankhead-Jones funds, act of 1935.....		.....
44. Flannagan-Hope funds, act of 1947.....		.....
FUNDS FOR COOPERATIVE EXTENSION:			
45. Smith-Lever funds, act of 1914.....		.....
46. Capper-Ketcham funds, act of 1928.....		.....
47. Bankhead-Jones funds, act of 1935.....		.....
48. Additional cooperative funds, act of 1939....		.....
49. Bankhead-Flannagan funds, act of 1945.....		.....
50. Flannagan-Hope funds, act of 1947.....		.....
51. Other agricultural funds.....		.....
SUBTOTAL, items 40-51.....		15,161	
ALL OTHER FEDERAL FUNDS:			
52. Funds from V.A. for student fees.....		39,312	
53. Federal grants for research (other than agricultural research in items 41-44).....		.....
54. Other federal grants (army, navy, public health programs, etc.).....		.....	\$54,473
GRAND TOTAL.....			\$54,473

*Obtained from U. S. Office of Education.

